

NAVAL POSTGRADUATE SCHOOL MONTEREY, CALIFORNIA



THESIS

**THE MANAGEMENT OF THE
CORPS OF PROFESSORS
OF THE PHILIPPINE MILITARY ACADEMY**

by

Orlando B. Beltran

June, 1996

Thesis Advisor:

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**THE MANAGEMENT OF THE CORPS OF PROFESSORS
OF THE PHILIPPINE MILITARY ACADEMY**

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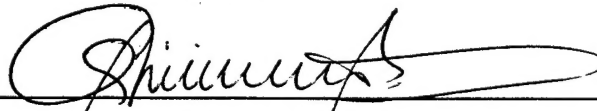
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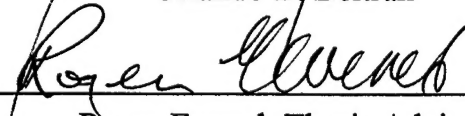
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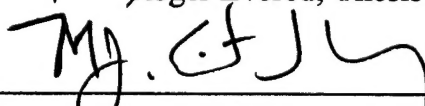


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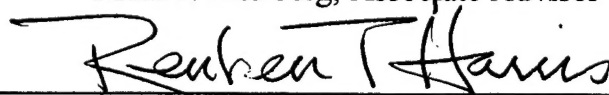
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ABSTRACT

This is an analysis of the Personnel Management System (PMS) of the Corps of Professors of the Philippine Military Academy (CP, PMA). Executive Order 237, Republic Act 291 and unwritten policies relevant to the CP were interpreted to answer the following questions:

1. What is the present system of recruitment, seniority, promotion, career development, utilization, and separation of the CP, PMA?
2. How is this PMS assessed in terms of the best utilization of the CP as the main academic arm of PMA?
3. What recommendations can be offered to policy and decision-makers to improve the CP PMS?

The researcher found out that the CP is not optimally utilized as the main academic arm of PMA. The present CP, PMA is governed by EO 237, RA 291 and unwritten policies. The lack of a single synthesizing point among these policies led to inconsistent application of the rules. Recruitment procedures are not spelled out. Seniority has been a nagging problem despite the lengthy provisions of EO 237 and RA 291. These two laws do not cover Career Development policies. Should a member of the CP be a scholar first or military person? On utilization, a CP member is limited to PMA. Also, policies on separation are insufficient.

Thus, there is a need to revise EO 237 and to redefine the goals of the CP. The CP, PMA must collectively develop a coherent, consistent, and long-ranged Personnel Management System. It must come up with specific implementing guidelines for recruitment, career development, promotion, and utilization.

TABLE OF CONTENTS

I. INTRODUCTION	1
A. PRELIMINARY STATEMENT	1
B. AREA OF RESEARCH	2
C. RESEARCH QUESTIONS	2
D. SIGNIFICANCE OF THE STUDY	3
E. METHODOLOGY	4
F. SCOPE OF THE THESIS	4
G. DEFINITION OF TERMS	5
II. REVIEW OF RELATED LITERATURE	7
A. PERSONNEL MANAGEMENT IN THE MILITARY	7
B. THEORIES OF FACULTY MANAGEMENT AND ADMINISTRATION	11
1. Importance Of Personnel Administration	12
a. On Teacher Recruitment	13
b. On Promotion	16
c. On Personnel Record	16
d. On Evaluation	17
e. On Career Growth and Development	18
2. How To Administer The Program	20
a. Utilization	21
b. Separation	21
c. Transfer	22
C. PERSONNEL MANAGEMENT PROBLEMS OF AFP INSTITUTIONS AND PMA FACULTY	23
III. RESEARCH METHODOLOGY	25
A. FACT-FINDING PROCEDURES	25
B. INTERPRETATION TECHNIQUES	26
C. RESPONDENTS OF THE STUDY	26
D. STATISTICAL METHODS USED	28
E. RELIABILITY AND VALIDITY OF SURVEY QUESTIONNAIRE	29
F. CONTENT ANALYSIS PROCEDURES	29
IV. THE PHILIPPINE MILITARY ACADEMY	31
A. BIRTH OF THE CONSTABULARY SCHOOL	31
B. BIRTH OF THE PHILIPPINE MILITARY ACADEMY	34

V. THE PRESENT CORPS OF PROFESSORS' PERSONNEL MANAGEMENT SYSTEM	35
A. EXECUTIVE ORDER 237	35
1. Historical Evolution of Executive Order 237 and the Corps of Professors, PMA	35
a. Executive Order Number 361	36
b. Executive Order Number 643	37
c. Executive Order Number 237	38
2. Exposition of Nature, Scope, and Provision of EO 237 ..	38
a. Overview of Executive Order 237	39
b. Scope and Limitations of Executive Order 237 ...	42
B. OTHER POLICIES AND PRACTICES GOVERNING THE PERSONNEL MANAGEMENT OF THE CORPS OF PROFESSORS	45
1. Republic Act 291	46
2. Unwritten Policies and Traditions Affecting Personnel Management of the Corps of Professors.	47
a. Recruitment Practices	47
(1) Military or civilian applicants.	47
(2) What qualifications are essential for CP applicants?	48
(3) The Recruitment Procedure.	49
b. Practices Regarding Separation	49
(1) Retirement.	49
(2) Separation of Misfits, Incompetents, and Opportunists.	50
c. Practices Regarding Promotions	50
d. Practices on Career Development	51
VI. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA	53
A. EARLIER COMMITTEE REPORTS	53
1. THE 1971 COMMITTEE	54
a. Content Analysis	55
2. THE 1975 COMMITTEE	56
a. Content Analysis	57
3. THE 1980 COMMITTEE	58
a. Content Analysis	61
4. THE 1986 COMMITTEE	63
a. Content Analysis	64
5. THE 1990 COMMITTEE	65
a. Content Analysis	67

B.	ANALYSIS OF THE COMMITTEE REPORTS	67
1.	Themes of the Committee Reports	67
2.	Perceived Goals and Roles of the Professor	68
3.	Limitation of the Committee Reports	69
C.	PRIMARY SURVEY DATA	69
1.	On Recruitment	70
2.	On Promotion	75
3.	On Utilization	78
4.	On Career Development	82
5.	On Separation	85
6.	On Relevance of EO 237	86
D.	ANALYSIS AND INTERPRETATION OF SURVEY QUESTIONNAIRE RESULTS	88
E.	PRESENTATION OF PERCEPTION OF KEY RESPONDENTS	90
1.	On Recruitment	90
2.	On Promotions	91
3.	On Utilization	91
4.	On Career Development	93
5.	On Separation	93
6.	On Increasing the Relevance of EO 237	94
VII.	SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS	95
A.	SUMMARY OF FINDINGS	95
1.	RESEARCH QUESTION ONE	95
a.	On Recruitment	96
b.	On Seniority	97
c.	On Career Development	97
d.	On Utilization	98
e.	On Elimination	98
2.	RESEARCH QUESTION TWO	98
3.	RESEARCH QUESTION THREE	100
a.	On Recruitment	100
b.	On Seniority	100
c.	On Promotion	101
d.	On Career Development	102
e.	On Utilization	104
f.	On Separation	104
B.	CONCLUSIONS	105
C.	IMPLICATIONS TO NATIONAL SECURITY	106
D.	RECOMMENDATIONS	107

APPENDIX A. EXECUTIVE ORDER 237	111
APPENDIX B. 1971 EO 237 REVISION COMMITTEE	117
APPENDIX C. 1975 EO 237 REVISION COMMITTEE	119
APPENDIX D. 1980 EO 237 REVISION COMMITTEE	125
APPENDIX E. 1986 EO 237 REVISION COMMITTEE	131
APPENDIX F. 1990 EO 237 REVISION COMMITTEE	139
APPENDIX G. PROPOSED AMENDMENT TO EXECUTIVE ORDER 237 ..	147
LIST OF REFERENCES	153
INITIAL DISTRIBUTION LIST	155

I. INTRODUCTION

A. PRELIMINARY STATEMENT

The Corps of Professors (CP) of the Philippine Military Academy (PMA) is a group of military officers whose function is to teach the academic courses of the Cadet Corps Armed Forces of the Philippines (CCAFP). Comprising the core component of the Academic Group of PMA, these military officers are vital to the attainment of the mission and objectives of the Academy. The CP constitutes one of the three major groups of the PMA organization, the other two being the Support Group and the Tactics Groups.

It was created with the promulgation of Executive Order (EO) 361 on 06 August 1941 by then Commonwealth President Manuel L. Quezon. The next President, Elpidio Quirino, however rescinded this with his own EO 643 on 21 November 1953. Finally, on 13 February 1957, then President Ramon Magsaysay issued EO 237 which from that time has been the legal document governing the Corps of Professors.

While it can be said that EO 237, from its signing up to the present, has met the needs for which it was conceived (i.e., to govern the seniority, appointment, promotion, elimination, and utilization of the CP), many problems continue to plague the organization. Some of these can be traced to the inadequacies of EO 237. A case in point is the failure to meet the prescribed quota of forty-eight (48) professors since its founding in 1941. Considering that the total strength of the CCAFP has more than tripled since 1941, the Corps of the Professors' average strength of 18 in the 1960s, 20 in the 1970s and 23 in the 1980s is certainly far below the authorized quota. Various perceptions attribute this to inadequate incentives or discouraging requirements for recruitment. The lack of distinct rules for recruitment, seniority, promotion, career development, and utilization, deter the optimum attainment of the objectives for which the group was established.

Past Academic Group Heads have formed study committees to look into the possibility of amending EO 237 and other policies. To date, five such committees have been created. Unfortunately, none of the recommendations of these committees have been adopted, probably because none came up with a thorough analysis of the merits and defects of the existing personnel scheme before coming up with recommendations for its improvement.

This present study grows out of a concern to formulate a truly effective and adequate body of provision covering the Personnel Management System of the CP of PMA. It is thought by the researcher that this best guarantees the attainment of the mission of the Academy.

B. AREA OF RESEARCH

The Personnel Management System of the Philippine Military Academy's Corps of Professors is the subject of this research. At present, the main authority governing the recruitment, seniority, appointment, promotion, career development, utilization in times of emergency, and separation of the CP is EO 237. Parallel and yet superior in pertinent provision over EO 237 is Republic Act (RA) 291, otherwise known as the Armed Forces of the Philippines' (AFP) Personnel Management Act of 1948, by virtue of the fact that Professors are under regular commissionship in the AFP, and are therefore subject to rules and regulations thereof. Complementing these two laws, especially in areas where their provisions may either be vague or inadequate, are unwritten policies and practices evolved through the years since the founding of the Corps of Professors.

C. RESEARCH QUESTIONS

The main purpose of this study is to examine in depth the system of recruitment, seniority, appointment, promotion, career development, utilization, and separation of members of the CP, PMA. The research addresses the following questions:

1. What is the present system of recruitment, seniority, promotion, career development, utilization, and separation of the Corps of Professors of the Philippine Military Academy?

2. How is this Personnel Management System assessed in terms of the best utilization of the Corps of Professors as the main academic arm of the Philippine Military Academy?

3. On the basis of the findings from the preceding questions, what recommendations can be offered to policy and decision-makers to improve the Corps of Professors Personnel Management System?

D. SIGNIFICANCE OF THE STUDY

In all human organizations, personnel selection is based on the principle that jobs must be matched by the skills required. This is also true in the military organization. As early as 1965, Janowitz and Little (1965, p. 9) noted that "no large-scale organization as vast as the military establishment can operate without a standardized personnel selection system." Since the Philippine Military Academy is an integral part of the Armed Forces of the Philippines, its officers and men must be subjected to explicit and systematic procedures. Furthermore, since the members of the CP are primarily educators, careful attention must be given to their recruitment, selection, and retention. Gregorio (1983, p. 15) notes that "in the Philippines, many college students have been victims of ineffective teaching because of lax methods of college teachers' recruitment and selection." It is imperative to study and devise ways and means of improving recruitment policies in the Corps of Professors.

This study is significant because it is the first formal assessment of the CP Personnel Management Program. As such, it hopes to provide an orderly presentation, arrangement, and synthesis of the various aspirations and perceptions of CP members as to the ideal management and administration of their unit. From a practical standpoint, the study will generate data that can aid CP

members, administrators, and policy makers in improving the CP personnel system and in instituting appropriate measures that can strengthen the CP organization or redirect strategies. From a theoretical viewpoint, the study can input data into the existing personnel program, particularly with regards to the cost-effective utilization of the CP as the main academic arm of PMA and the determination of an objective evaluation criterion for faculty competencies, for purposes of deciding seniority, promotion, career development, and separation.

E. METHODOLOGY

This writer uses a logical research framework to answer the problems of the study. Exposition and critical assessment of the personnel program constitute the main process of study. The input components of the research process are: *one*, recommendations of the five study committees; *two*, School Year (SY) 1995 - 1996 faculty perceptions of the CP personnel program; and *three*, principles of faculty management and administration.

Expected output of this research includes recommendations for a more adequate, systematic, and effective CP personnel system. Hopefully, this will enhance the productivity and efficiency of the Professors in contributing their share toward the accomplishment of the PMA mission.

F. SCOPE OF THE THESIS

The study focuses on the Personnel Management Program governing the Corps of Professors since its founding. Executive Order 237 is the main document assessed. Republic Act 291, which governs the professors as military officers, is also considered in the study, but is limited to provisions directly affecting the professors.

The areas covered in the study are recruitment, seniority, promotion, career development, utilization and separation of members of the Corps of Professors. The subjects of tenure and salary are not included in the study inasmuch as the

researcher does not perceive these as problem areas, aside from the fact that they are sufficiently covered by other statutes and policies.

Principles and theories of management and educational supervision and administration were limited to those deemed by the author to be relevant and applicable to the study.

G. DEFINITION OF TERMS

Unless otherwise specified, the following terms are defined below in an operational context:

1. Academic Group - one of the three main groups of the PMA organization, the primary function of which is to handle the academic training of the cadets.

2. Academic Rank - rank of a member of the CP awarded on the basis of academic qualifications and experience.

3. Assessment - the determination of the viability of EO 237 with respect to the organizational effectiveness of the CP.

4. Assistant Professor - the lowest academic rank in the CP with a minimum military rank of Captain.

5. Associate Professor - an intermediate academic rank in the CP with a minimum military rank of Major.

6. Corps of Professors - a group of commissioned military officers whose main assignment at the Philippine Military Academy is as academic instructors of the cadets. They are classified under technical services along with the Medical Corps, Judge Advocate Service, and others. For practical reasons, CP, PMA or simply "Professors" is used in this paper to refer to the Corps of Professors.

7. Course Director - refers to a professor / instructor in charge of a group of instructors and is responsible for the conduct, design, and preparations of the course.

8. Dean, Corps of Professors - the most senior member of the CP in both military and academic rank.

9. Department - a unit under the Academic Group responsible for a grouping of academic subjects. PMA Academic Group has six departments, namely: Humanities, Mathematics, Engineering Sciences, History and Strategy, Social Sciences, and Physical Sciences.

10. Department Head - the most ranking member of the CP in both military and academic rank in the department.

11. Instructor's Duty Pay (IDP) - a monetary incentive given to military personnel who are assigned in AFP educational and training institutions.

12. Military Rank - the official grade of an individual in the military hierarchy, as covered by the provisions of RA 291.

13. Seniority and Lineal List (SLL) - a listing of all names of the active members of a particular branch of service. Whoever appears ahead of other names in the list is senior in promotional status to those appearing below the former's name.

14. Seniority - the relative position among members of a branch of service as they appear in the SLL.

15. Temporary Promotion - an advancement to the next military grade for outstanding performance irrespective of length of service in grade.

16. Time in Grade - the number of years an officer has stayed in a particular grade or rank.

II. REVIEW OF RELATED LITERATURE

This chapter constitutes the theoretical framework of the research and also reviews related research and literature that provided the researcher with direction in the assessment of the CP personnel program. The review is divided into literature dealing with, *first*, the present status of personnel recruitment and utilization in the military, *second*, principles of faculty management and administration, and *third*, personnel management problems of the PMA faculty.

A. PERSONNEL MANAGEMENT IN THE MILITARY

Recent worldwide events, as well as the latest developments in science and technology, led to radical changes in the military establishment. On the latter as a vehicle of change, Janowitz and Little (1965, p. 11) observed that "changing technology creates new patterns of combat, and thereby modifies organizational behavior and authority in the military establishment." Notable effects of such changes in organizational behavior and authority upon the Officer Corps for the first half of the twentieth century in the United States are catalogued in another book by Janowitz (1960, pp. 7-16). Among others, the author observed that the traditional "warrior type" or "heroic leader" roles are giving in to those of the "military manager" and the "military technologist."

Janowitz also summarized the basic changes in the military since the early 1900s, as paraphrased below:

Changing organizational authority - A shift has occurred from authoritarian domination to greater reliance on manipulation, persuasion, and group consensus. The organizational revolution which pervades contemporary society following a principle of management by persuasion, explanation, and expertise is now also found in the military.

Narrowing skill differential between military and civilian elites - Military professionals are now required to develop orientation and skills similar to those of civilian administrators and civilian bodies.

Shift in officer recruitment - Recruitment of officers has shifted from a narrow, relatively high social status base to a broader base that is seen to be more representative of the population as a whole.

Significance of career patterns - Whereas before, careers were prescribed based on technical and routine functions, innovating perspectives, discretionary responsibility, and political skills are required of officers. Persons with "unconventional and adaptive" careers enter into the elite nucleus.

Trends in political indoctrination - Because the military establishment has now grown into a "vast managerial enterprise," increased political responsibilities has produced a strain on "traditional military self images and concepts of honor." (Janowitz, 1960, pp. 21-26)

These basic changes in the military establishment did not arrive without crisis. In fact, up to the present, military leaders are "confronted with an almost perpetual crisis of organization" (Janowitz, 1965, p. 24).

One such organizational crisis is illustrated in the case of the dilemma of a staff officer who, despite his expanded functions and specialized skills, is still subordinate to a Commander. The Commander is also presented a dilemma inasmuch as his role is no longer simply authoritarian or based on prestige - usually the Commander is not equipped with sufficient technical knowledge, thus his role is limited to that of an adviser. Nevertheless, the Commander is held responsible for the performance of his unit by the principle of hierarchy and formal rules of the organization. (Janowitz, 1965, p. 32)

Huntington (1957) traced the historical development of the military profession vis-a-vis the state, and his most fundamental thesis is that "the modern Officer Corps is a professional body and the modern military officer, a professional man." The author clarified that, by "profession," he does not mean the usual sense in which the word is contrasted with "amateur." A professional is one who pursues a higher calling in the service of society.

The professional character of the modern Officer Corps is distinguished by three characteristics: expertise, responsibility, and corporateness. **Expertise** refers to the "specialized knowledge and skill in a significant field of human endeavor." It is, in addition, the awareness of being a part of a historical, dynamic and cultural greater environment. **Responsibility** refers to the practice of a profession with expertise within the context of performing a service such as the promotion of health, education, or justice regardless of the monetary compensation. **Corporateness** is the consciousness of organic unity and of being governed by common standards. (Huntington, 1957, pp. 7-10)

The military leadership in the Philippines responded positively to these changes abroad regarding the nature of the military establishment and roles of the military officer. The new Officers Promotion System of Republic Act No. 291 advocates that traditional factors, such as seniority, increasingly assume less significance while competence, merit, and potential assume primacy in the hierarchy of considerations for promotion to field and general grades.

... as officers of the Armed Forces of the Philippines are promoted from one grade to another higher grade, the criteria of competence, individual merit, and potential increase in importance while that of seniority diminishes in significance, such that in promotion to senior grade levels, the criteria of competence, merit and potential attain primacy while seniority assumes a secondary role. (Officers' Promotion System in the AFP, J1, GHQ, 1991, p. 5)

The direct impact of such changes in the ideal qualities of a military instructor is another motion in the chain reaction. It is interesting to note, for instance, that in the past, the ideal military instructor was expected to be primarily a soldier, next a leader, then a specialist, and last as a teacher with the following attributes (War Department Army Instruction, US Government Office, 1945):

1. As a Soldier

- **Military bearing**
- **Physical fitness**
- **Reaction to orders and assignment**
- **Behavior in barracks**
- **Behavior in the field**

2. As a Leader

- **Leadership in civilian activities**
- **Leadership in military activities**
- **Mental awareness**
- **Willingness to take responsibilities**
- **Initiative and aggressiveness**
- **Ability to make and carry out plans**

3. As a Specialist

- **Mastery of subject matter**
- **Interest and enthusiasm**

4. As a Teacher

- **Interest in teaching**
- **Interest in men**
- **Instructional abilities**
- **Ability as a speaker**

Much later, as a reaction to new roles of the military, the following qualities became ideal attributes of the police instructor (Klotler, 1963, pp. 7-9):

- Knowledge of the subject
- Knowledge of methods of instruction
- Leadership ability
- Professional attitude
- Sincerity
- Enthusiasm
- Salesmanship

The shift from giving minimum to maximum priority to knowledge of subject matter is very evident - but most evident in this list is that all qualities pertain to a good teacher; hardly do they pertain to a good soldier.

B. THEORIES OF FACULTY MANAGEMENT AND ADMINISTRATION

Recognizing that in any educational institution is a system with organically interrelated sub-systems, the Systems Approach to educational evaluation is a very effective and reliable guide in educational evaluation research.

The primary goals of systems analysis are the measurement of the internal efficiency and external productivity of an educational system. Internal efficiency of an educational program refers to the program's "capacity or ability to produce more and better educational services from its available resources such that the ratio of educational outputs (educational services made available to learners) to inputs (educational resources utilized by the program) is increased" (Zwaenopoel, 1985, p. 75). This increased ratio of outputs to inputs implies maximal or optimal utilization of input resources and consequently, improved quality of output services.

The assessment of the internal efficiency of an educational program would involve the analysis of different resources or inputs (such as educational mission, faculty, facilities) that are utilized in the teaching - learning process.

External productivity is defined by Coombs (1968, p. 126) as "the relationships between the cumulative benefits over time (as distinct from the immediate outputs) and the original educational inputs that made these benefits possible." Thus measuring external productivity is measuring the "private as well as societal returns of education" (Zwaenopoel, 1985, p. 75).

The systems approach does not only look at the school system as an organic system; it further situates the school system within a social environment dynamically interacting with the changes taking place in such an environment. Thus, Zwaenopoel writes:

The educational system or program contributes to the society outputs which the former originally received from the latter as inputs. In turn, the society after receiving the resulting outputs from the educational system or program transmits its feedback on these outputs as further inputs to the educational system or program. (Zwaenopoel, 1985, p. 72)

1. Importance Of Personnel Administration

One of the most important areas of administration deals with that of personnel. The statement that is very pertinent in the administration of a school's faculty is "as is the teacher, so is the school" (Morphet, 1967, p. 409). Included as school's personnel are the teachers, principals, consultants, supervisors, and others who are in status leadership positions. But the importance of the teacher in relation to the personnel can be deduced from the fact that salaries of teachers in a school usually constitute 65-75 percent of the current expense budget of most school systems (Morphet, 1967, p. 410).

The central importance of personnel administration may also be realized if it is noted that personnel make the system. A school system is people. Thus Morphet, et al., observed:

Formal structures, rules and regulations, courses of study, and other aids may be developed, but they take on significance only as people makes use of them.... The way life is lived in the school is of paramount importance. The achievement of a desirable way of living is the challenge to those interested in personnel administration. The difficulty of the task can be realized when the widely different role concepts and devices of personnel are understood. (Morphet, 1967, p. 410)

Morphet, et al., further wrote that the science of personnel administration has evolved through a long process. It was initially a field of study dealing with the selection, placement, and retention of people on the interest of the organization. Thus, it did not yet, at that time, involve recognition of the individuals comprising the organization. Later, personnel administration was characterized by the "efficiency" movement. The time capacities of persons were determined and they were placed in jobs where these capacities would be needed. Still, in more recent years, personnel administration has been recognized as a service available to all personnel. Rather than an instrument of administration for manipulating personnel, personnel administration is now seen as a venue for the personnel themselves to set common goals and set ways of achieving them. (Morphet, 1967, pp. 411-413)

a. *On Teacher Recruitment*

Gregorio (1983) noted that the "adverse effect of sub-standard institution in some public and private colleges and universities is due to many professionals who are not educationally qualified but are engaged in teaching." He further noted that knowledge of subject matter alone is not sufficient. The teacher must have sufficient knowledge of the principles and psychology of education. They must possess the necessary skills to be able to teach well. Indeed, the quality of education offered by a school depends on each member of the faculty.

The selection, appointment, and assignment of teachers are among the most important responsibilities of the administrative staff

and of the Board of Education. The policies regarding the selection procedures adopted by the board of education will determine, in significant manner, the quality of education offered. (Morphet, 1967, p. 414)

But the recruitment of teachers is perhaps one of the most difficult areas of personnel management. Its importance cannot be downgraded, because "no problem is of more significance to a profession than the selection of its prospective members" (Hunt and Pierce, 1958, p. 295).

Admission to the teaching profession "begins most auspiciously with a desire on the part of the candidate to teach and to undergo thorough preparation for doing so" (Hunt and Pierce, 1958). It is of utmost importance that applicant teachers are strongly motivated with love of the teaching profession.

The selection procedure must be based upon the position to be filled and the competencies that are essential to it. The procedure must make clear the various roles of members of the administrative and teaching staff in selection. (Morphet, 1967, p. 414)

The present shortage of qualified teachers should not pressure administration into developing unsound selection procedures. It is desirable to involve members of the staff in the selection and assignment process. A problematic area of the recruitment process is the criteria for selection of good prospective teachers.

Based on research of Philippine college education, Gregorio (1983, pp. 279-287) enumerated the outstanding qualities that an instructor or professor must possess, which can guide teacher recruitment policies in the Philippine setting:

- Mastery of subject matter
- Knowledge of the nature of the students

- Knowledge of the aims of higher education and methods of achieving them
- Scientific attitude
- Patience, sympathy and love for students
- A pleasant personality and a happy disposition
- Freedom from physical impediment
- Ability to think and speak clearly and logically
- Ambition to grow professionally while in the service
- Right attitude toward teaching guided by the spirit of service to humanity and country
- A spirit of cooperation with colleagues and the administration
- Altruism - or a heart always yearning for the good of others

Systematic effort must be directed to obtaining high-grade persons with whom parents may confidently share their children for optimum development of their personalities, persons to whom administrators and teachers can willingly entrust the future of the profession, and persons to whom the community can look up to for "the development of a competent citizenry." (Charters and Waples, 1929, p.296)

After the selection of qualified candidates, wise personnel management dictates that the new teacher be oriented to the policies of the school, its mission, and the nature of its services. Morphet, et al., urged that in fact orientation is necessary for both beginners and experienced teachers new to the system. These orientation programs can range from a well-developed program of supervision to informal guidance from key instructors or Course Coordinator (Morphet, 1967, p. 415).

b. On Promotion

The principle of seeking the promising person for the situation can be observed in promotion practices. It is important that confidence of the faculty rests in the promotion system. To elicit confidence from the staff, the promotion system should be (Morphet, 1967, p. 416):

- long range
- composed of carefully defined policies
- carefully defined selection program
- large participation of staff in development of promotion policies and in actual decisions of promotion

c. On Personnel Record

An important aspect of any promotion system is the personnel record. It should contain information regarding the education, experience, and other credentials of each member - and this record should be jointly updated by the personnel director and the individual concerned. It should be updated based on data concerning: a) further study, b) special instructional projects undertaken, c) special responsibilities assumed, and d) evaluation notes and comments of administrators. This record must be cumulative and kept current if it is to be of use to the teacher and to the system.

The importance of the personnel record is not only for promotion. It will also determine the career development of the faculty concerned. Needless to say, such records must be kept highly confidential (Morphet, 1967, p. 415).

d. On Evaluation

Another important aspect of a school's promotion system is evaluation. Morphet, et al., said that a good evaluation system should:

- be a cooperative effort, involving the teacher and the administration
- provide for self-evaluation
- be carefully planned in the light of a definition of the desired role of the teacher
- involve the collection of pertinent data pertaining to the services rendered by the teacher and should not give undue weight to rating of the work of the teacher in the classroom
- be seen as a constructive effort, extending over a considerable period of time, to assist the teacher in improving his work
- be based upon wide resources of personnel and not seen as a principal-teacher relationship only

Other purposes of evaluation, because it is not only for improvement of teaching, are for determination of tenure, promotion, reassignment, or separation (Morphet, 1967, p. 409).

Because rating has been a very controversial issue, Gwynn (1972, p. 414) suggested that the following principles be employed in any rating system: *First*, teachers should get acquainted with the evaluating system and assist in the development of evaluating criteria. *Second*, teachers should participate in the rating process so that improvement becomes a personal challenge. *Third*, as many ratings as possible made by more than one person should compose the final evaluation. *Fourth*, a conference in which individual's strengths and weaknesses are discussed should follow each rating. *Fifth*, the rating system should be so tailored to accomplish specific purposes; the degree of distinction in the ratings made should be only so fine as necessary to fulfill the purpose of the rating.

In addition to the above principles for an objective rating system, Gwynn surveyed the most reliable rating systems and gave very encouraging words about the graphic rating scale system.

It is easy to administer, probably the most popular system in use today. This system consists of a list of characteristics, each accompanied by a four or five - point scale ranging from poor to excellent. The traits to be rated, usually described in some detail, are as varied as the various points on the scale. The advantages of the system are that it is easy to use, simple to interpret, and is comprehensive. (Gwynn, 1972, p. 47)

e. *On Career Growth and Development*

A teacher has a responsibility to himself and to his profession to grow in terms of his career. He must have a knowledge of educational movements, and the latest in educational thought and research. He must keep abreast with current events, and be aware of his cultural and ecological environment (Gregorio, 1983, pp. 289- 290).

Within the school system, the administrators have the obligation to motivate the teacher's desire for professional advancement. The bestowal of proper recognition to the efforts of the teacher is a great step to motivating the faculty to improve continuously. Establishing a professional library to provide selected materials for professional reading allows productive work, creating a challenging school environment where teachers can do creative work in comfortable and attractive surroundings can be seen as appropriate recognition of their importance. The preservation of the morale of new teachers through sufficient guidance by a supervisor or a key teacher, ensures that he or she will not lose initial zeal either through discouraging suggestions of weak or misguided colleagues or trying instructional situations. (Hunt and Pierce, 1958, p. 240)

One of the many ways of encouraging career growth is the conduct by administration of in-service training. In-service education programs will consider experience, education, and the needs of the staff (Morphet, 1967, p. 417). Service training or staff development is necessary if the school is to be continuously upgraded and the staff remain at their high level of enthusiasm. Wiles and Bondi (1986, pp. 212-213) listed belief statements for staff development, among which are the following:

- All teachers and administrators desire to be successful and respected professional educators.
- The knowledge, attitudes, and performance of teachers and administrators have the greatest impact on the effectiveness of educational programs and services.
- Professional educators should continuously search for more effective methods of meeting the needs and interests of students.
- The improvement in the proficiency (awareness, knowledge, and skills) of teachers and administrators should be a continuous process.
- Staff development is the combined responsibility of the administrator and the individual educator.
- To be effective, a staff development program must be guided by a systematic plan of action and an integral component of a comprehensive plan of improving the school system.
- To accurately identify the priorities for staff development programs, the needs of individual teachers and administrators must be considered.
- Teachers and administrators will show a greater commitment to programs that they helped plan.
- The success of the staff development program will depend heavily upon the amount by which teachers and administrators are involved in the planning process.

- If staff development is to be explored, planned, and managed effectively, it must be clearly articulated among all parties having interest and/or an investment in staff development.
- Teachers and administrators profit most from staff development experience when they are respected, their expertise valued, their ideas used, and their problems taken seriously.
- The underlying purpose for the staff development is to improve the instructional and service programs of a school.
- Staff development should have a direct correlation with the school's philosophy, goals, and programs.
- Curriculum development and professional growth through staff development should share a common ground.
- Educators in designated leadership positions (superintendents, principals, etc.) should have, as one of their primary responsibilities, a definite plan for the improvement of teaching.

2. How To Administer The Program

Gwynn (1972, pp. 414-415) suggests that the program can be administered by following the steps as outlined below:

- Clarify the purpose of the educational program.
- Define "excellence" on the part of the teacher.
- Agree on the role of the teacher in the classroom, community and profession.
- Establish a plan for evaluating teacher's performance.
- Provide for collection of data to determine various effects of the program.
- Plan periodic review and modification of the program.

a. Utilization

To determine the functions of college teachers, a good starting point is the determination of the specific functions of a college or university. Gregorio (1983, pp. 44-49) listed the following as functions of universities in the Philippines:

- **Research** - Section 5 of Republic Act 1124 states that the government shall give encouragement to colleges and universities for the promotion of research especially in the field of industry, Philippine arts and cultures, science, and social problem.
- **Instructional function** - Offer continuing general education to the point of complete mastery and wider application as the individual matures.
- **Specialization function** - The college or university must serve the needs of modern society for more and more specialized and technically trained professionals in ever greater varieties and fields of endeavor.
- **Conserving function** - Colleges have the duty to conserve the relics of the past, especially our social heritage, social concepts, and values which our people regard as their ideals and as the bases of our stability as a nation.
- **Recreative function** - The development of refined tasks, or attitudes, habits of conduct, interests, and powers of appreciation in students.
- **Guidance and counselling function** - Helping students in occupational choices, planning of educational training and development of personal qualities necessary for the success of the choice.
- **Preparatory Function** - to prepare students for professional courses.
- **Extension Service** - To engage in extension services in the community catering to the social needs or social service to help combat social and economic ills of society.

b. Separation

While tenure laws are not perceived as constituting a problem among the CP, it is worthwhile to explore what could be valid causes for separation from teaching, inasmuch as RA 291 covers only the causes of separation of the

professor as a military person. However, even theories of educational management do not deal with the issue that much. The problem of dismissal is "among the most difficult confronting teacher organizations and administration, since they affect people in a crucial manner and have great emotional overtones. When dismissals occur these must be done with the individual given assurance of just and fair treatment" (Morphet, 1967, p. 417).

c. *Transfer*

The clamor of some professors that the CP be made AFP-wide necessitated this review of literature on the issue of transfer.

Large school systems make possible the transfer of teachers from one school to another. The program offers many opportunities to improve the service and satisfaction of the individual teacher and to improve the educational service. Thus, a teacher who does not fit in one school may do well in another (Morphet, 1967, p. 417).

Morphet, et al., however emphasized that to be effective, the transfer program needs to be carefully developed and administered. Otherwise, transfer may, on the one hand, be abused by teachers with seniority, or, on the other hand, be regarded as a method of punishment by the administrators (Morphet, 1967, p. 417-418).

To formulate a sound transfer program, the following questions need to be asked:

- What is desirable in terms of the faculty of an individual school?
- Should range of education, experience, special competency, and age be sought in each school faculty?
- How is the transfer program to be related to the induction of teachers into the system?

- How are the desires of the individual teacher related to the needs of the system?

Such problems raised imply that the transfer program cannot be formulated either by the faculty or the administrator alone. It needs a cooperative effort and needs the expertise of a staff-oriented personnel director (Morphet, 1967, p. 418).

C. PERSONNEL MANAGEMENT PROBLEMS OF AFP INSTITUTIONS AND PMA FACULTY

Brigadier General Jose S. Syjuco conducted an extensive comparative evaluation of military educational institutions in the Philippines. He focused his study on the teaching faculty of military institutions in the country, aside from treating the other facet of the educational system such as students, facilities, organizational structure and educational objectives vis-a-vis educational results. Chapter VI of his book was found very relevant for the study where perceptions and attitudes of military instructors (including PMA military instructors) toward military education were surveyed and tabulated. Some of the relevant findings of Syjuco (1977, pp. 133-135) on the subject are:

- Adequacy of preparation for a teaching position in the military schools depends on pre-service professional training and experience.
- Civilian schooling is preferred to military schooling by military students because the former is a preparation for civilian employment after retirement from military service.
- Heavy administrative policies and regulations on promotions and incentives are not fairly implemented, leading to low morale and unproductive organizational climate.

- Instructors are in dire need of due recognition of their teaching efforts. "Apparently, they feel that their stints in the academic service are not accorded the same degree of honor and consideration that is extended to services in the other units."

Some recommendations of Syjuco in relation to the findings above are:

- Assignment to a military school should be based on established policies that must strictly be addressed, but in the light of the officers' expertise or specialty, experience, needs, and purposes.
- A centralized and unified structure for in-service training must be established for the professional training of military officers.
- Teaching is a profession that demands not only expert knowledge but also love for the vocation. Recruitment for military faculty must therefore consider deep dedication to the teaching profession, and an inborn inclination towards it.
- A career pattern comparable to command and staff position with commensurate academic ranks should be developed and strictly observed.
- A set of incentives that will attract only the best potentials for the instructional staff should be provided.
- The basis of promotion should not be mere attendance at advanced military schools; a different criteria must be devised especially for those assigned in highly technical tasks.

The main objective of General Syjuco's study was the establishment of a National Defense University, so that his discussion, analysis of data, and findings are geared toward this end.

III. RESEARCH METHODOLOGY

The present study utilizes mainly the descriptive method, and its tasks are, one, fact-finding and, two, meaningful interpretation. Data gathered were analyzed and interpreted in the hope of paving the way for the formulation of an adequate personnel management system for the Corps of Professors.

A. FACT-FINDING PROCEDURES

1. **Documentary analysis** - As available, documents regarding the CP, PMA personnel system were analyzed. The documents analyzed in this study are:

- Executive Order 237, which is the legal document governing CP, PMA
- Republic Act 291, otherwise known as the AFP Personnel Management Act
- Reports of the five Committees created to restudy EO 237

2. **Survey** - Perceptions of the SY 1995-1996 PMA Faculty regarding the existing CP, PMA personnel system were gathered (Table 1).

FACULTY	POPULATION %			RESPONDENT %		
Corps of Professors						
Active	27	OR	33.7%	19	OR	70.4%
Retired	5	OR	6.3%	4	OR	80.0%
SUB TOTAL	32	OR	40.0%	23	OR	71.9%
Non corps Faculty						
Military	22	OR	27.5%	12	OR	54.5%
Civilian	26	OR	32.5%	14	OR	53.8%
SUB TOTAL	48	OR	60.0%	26	OR	54.2%
TOTAL	80	OR	100%	49	OR	61.3%

Table 1. Ratio of Respondents to Total Number of Faculty
(as of 01 February 1996)

3. Library research - Existing literature on personnel management, specifically on educational administration, were reviewed by the researcher. Likewise, the researcher relied on personnel recruitment documents in the military, specifically recruitment of military instructors. These materials were very helpful to the gathering of relevant data for the study.

B. INTERPRETATION TECHNIQUES

1. Content analysis - the researcher analyzed and interpreted documents studied. Common imageries and recurrent themes were deduced from the documents through close analysis of works and phrases used.

2. Key interviews - These aided the researcher in interpretation and analysis. Respondents, composed of seasoned professors who have long stayed in PMA, were consulted through interviews and correspondence.

3. Criteria found in theories of Personnel Management - Further aiding the assessment of the program by the researcher were books on personnel administration and military sociology.

C. RESPONDENTS OF THE STUDY

Out of the 80 faculty members, 49 were finally selected as respondents due to the following circumstances:

- Only 19 or 70 percent of the 27 active professors were included because: two were out of the country, one was on terminal sick leave, one was assigned out of PMA, two were on military schooling, one went on emergency leave, and this researcher, totalling eight professors not considered.
- Four or 80 percent of the five retired professors were included. One was out of the country.

- Only 12 or 54.5 percent of the 22 non corps military faculty were included because the other six were newly assigned to PMA and the researcher assumed that they were not yet fully conversant with the CP system, while of the remaining 16, 12 or 15 percent were randomly selected.
- Only 14 or 61.5 percent of the 26 civilian faculty were considered because six were newly hired while the 14 respondents or 70 percent were randomly chosen from the 20 remaining civilian faculty.

Fifty questionnaires were sent, and 49 were retrieved. One respondent went on emergency leave and was unable to accomplish the questionnaire on time.

The four key respondents, mentioned earlier, were chosen primarily for their length of service in PMA, and their ability to provide authoritative and reflective contribution to the research. Two were former Deans, one was a former department head, and one is an incumbent department head. These key respondents are the following:

1. Colonel Mapagtapat Ongchanco PROF (Ret), Professor of Physics, BS PMA 1942, MS Physics University of Denver USA, one of the first seven members of CP who were appointed in 1956, former Head Department of Physical Sciences, and Dean CP 1963-1968.
2. Colonel Bienvenido Baquirin PROF (Ret), Professor of Sociology, BS PMA 1944, MA Psychology (candidate) UP Diliman, Joined CP in 1956 and retired in 1970, former Registrar and Head, Department of Social Sciences.
3. Colonel Augusto Reyes PROF (Ret), Professor of Electrical Engineering, BSEE UP Diliman, Master in Engineering (EE), UP Diliman, Joined CP in 1960 and retired in 1984. Former Head of the Department of Physical Sciences and Dean CP 1981-1983.
4. Lieutenant Colonel Angelito Deano PROF, BSEEd, WVSU, MA Demography, UP Diliman, joined CP in 1983, Head, Department of Humanities.

D. STATISTICAL METHODS USED

Simple percentages were mainly used. But, for purposes of giving relative importance to responses, the weighted mean was computed. Below is the equation used:

$$X_w = fx/f$$

where: X_w = weighted mean

f = frequency of responses

x = equivalent weight of response. For this study the equivalent of weights of response are SA=5, A=4, U=3, D=2, SD=1.

For interpretation of the results, the following description shall be used:

WEIGHTED MEAN RANGED	DESCRIPTION
4.01 - 5.00	Strongly Agree
3.01 - 4.00	Agree
3.00	Undecided
2.00 - 2.99	Disagree
1.00 - 1.99	Strongly Disagree

Example: Computation of weighted mean of the responses of the active members of the Corps of Professors on Recruitment, question number one. The frequency of responses found are: SA = 4, A = 9, U = 8, SD = 0

Substituting these data in the equation above, the Weighted Mean is;

$$X_w = \frac{(4 \times 5) + (9 \times 4) + (8 \times 3) + (2 \times 2) + (0 \times 1)}{4 + 9 + 8 + 2 + 0} = \frac{84}{23} = 3.65$$

Thus, the result means that active members of the Corps of Professors "agree" that EO 237 guarantees the recruitment into the CP of those persons with strong motivation to the teaching profession: 3.65 belongs to the range of "agree" (3.01- 4.0).

E. RELIABILITY AND VALIDITY OF SURVEY QUESTIONNAIRE

Claire Selltiz defined *validity* as the extent to which differences in scores reflect, through differences among individuals, the characteristics they are supposed to measure rather than a constant or random number. *Reliability*, on the other hand, is the extent to which measures give consistent results. The research survey is deemed valid and reliable. It is considered valid because the results show actual differences in score among the different respondent groups. There were marked differences, for instance, in the perception between the retired and the active professors. There were also marked differences in the answers of the civilian and military faculty, and there were differences likewise between the answers of the professors and those of the military non-Corps.

F. CONTENT ANALYSIS PROCEDURES

The study looked for images often mentioned in the reports. A qualitative analysis of the contents identified such images. Thematic patterns across reports were also evaluated. The unit of analysis consisted of any word or phrase that depicted an event or image. Data analysis qualitatively described the more common themes and the contents within which they were mentioned in the committee reports.

For purposes of the critical review on the Corps of Professors, all five reports were examined following the steps described below:

- First, to categorize the general themes of the reported studies on perceptions of the CP, PMA since 1971, the objectives of the selected article were listed.
- Second, the methods and results of each of the printed studies were read, outlined, and summarized within each of the themes earlier identified.
- Third, the interpretation of reported findings were reinterpreted from the standpoint of the Corps of Professors of PMA personnel management system.

IV. THE PHILIPPINE MILITARY ACADEMY

A. BIRTH OF THE CONSTABULARY SCHOOL

The Philippine Military Academy, whose forerunner was the pre-World War II Philippine Constabulary Academy, owed its activation to the acquisition of the Philippines by the United States after the defeat of Spain in the Battle of Manila Bay on 1 May 1898.

On 10 December 1898, Spain ceded the Philippines to the United States upon the latter's payment of twenty million dollars (Wolff, 1918, p. 162). The Filipino soldiers resented the Americans' failure to recognize Philippine Independence after Spain had been driven away from the country. Hostilities first broke out when three members of a Filipino patrol were fired at and killed by American soldiers in February 1899 (Wolff, 1918, p. 10). The need to maintain peace and order and to protect the lives and properties of the masses became a primary concern of the American regime.

United States President William McKinley appointed Dr. Jacob Schurman to lead the First Philippine Commission to investigate conditions in the country and to recommend the type of government that should rule the eight million Filipinos at the time (Zaide, 1956, p. 231). After months of travel all over the Philippines, the members of the commission agreed upon the establishment of a civil government and the termination of military rule. Acting on this recommendation, President McKinley formed on 16 March 1900 a second Philippine Commission headed by Judge William H. Taft (Zaide, 1956, p. 232). Control of the islands was subsequently modified by virtue of the Spooner Amendment of 2 March 1901 which made the United States Congress responsible for the conduct of Philippine affairs. On 4 July 1901, William H. Taft became the first Civil Governor of the Philippines. Governor Taft was plagued with the problem of pacifying some Filipino officers and men who, having enlisted the support of the masses, continued to challenge the

American regime. To Luke E. Wright went the honor of hatching the idea of forming an insular police patterned after that of the Canadian Mounted Police (Forbes, 1931).

With the blessings of the United States Secretary of War, the Philippine Commission promulgated Act 175 on 18 July 1901 which became the basis for the creation of the Philippine Constabulary on 8 August 1901. Brigadier General Henry T. Allen, a member of West Point class 1882, and an officer in the US regular army, was selected as the first Chief of the Philippine Constabulary. Junior officers came from the enlisted ranks of the United States Army. The United States Congress authorized the detail of Army officers to serve as assistant chiefs and inspectors of the newly-organized unit (Woods, 1931). Replacements for casualties were recruited from among capable young graduates of United States schools who were willing to serve in the Philippines or from young, gifted Filipinos (Kilbourne, 1931).

As the Philippine Constabulary expanded, the need for officers trained not only for combat but also for law enforcement and such other duties as justices of the peace, health officers, and utility men necessitated the establishment of a service school. Accordingly, a school for officers of the Philippine Constabulary was activated on 17 February 1905 at the Old Santa Lucia Barracks, in Intramuros, Manila. It offered a three-month course that included training in Constabulary Regulations, Law, Spanish, and in Civil Government (Kilbourne, 1931). The Filipinization of the Philippine Constabulary was accelerated in 1907 when the Philippine Commission authorized the retirement of American military personnel and the granting of one year's pay as gratuity (Forbes, 1931). Many Americans left the service and pioneered business firms established in the country.

In 1908, the Philippine Constabulary School was relocated to a site in Baguio City originally known as Constabulary Hill but later renamed as Camp Henry T. Allen, in honor of the father of the Philippine Constabulary (Kilbourne, 1931). In consonance with the Filipinization policy, young Filipinos were admitted to the Philippine Constabulary School for military training (Agoncillo, 1961).

With the passage of the Jones law, the newly organized Philippine Legislature transformed the school into an academy for the purpose of "educating and training the students thereof for service as officers in the Philippine Constabulary or in any other similar institution which may hereafter be created" (Act 2605, Public Laws enacted by the Filipino Legislature, Vol. II, p. 232). Established in Baguio City, it was named "*Academy for Officers of the Philippine Constabulary.*"

Extending over a period of two years, unless cut short "according to the requirements and needs of the service whenever, in the judgment of the Secretary of Commerce and Police, such can be done without detriment to the knowledge, experience, and practice required of the students for the officer's examination," the course of study included Military Art, Constabulary Manual, Criminal Law, Military Law, International Law, Municipal, Provincial, and Insular Governments, Topography, Equitation, and Athletics. The arrangements of subjects were determined by the faculty, subject to the approval of the Chief of the Philippine Constabulary. Also subject to the approval of the PC Chief, the Academy faculty was authorized to turn back failing cadets to the succeeding class. The Superintendent could discharge cadets for misconduct or deficiency in studies upon the recommendation of a majority of the faculty and subject to the confirmation by the Chief of the Philippine Constabulary. Upon successful completion of the course, the graduates become eligible for appointment as third lieutenants, arranged according to their final class standing to fill up vacancies in the regular force (Act 2605, Public Laws enacted by the Filipino Legislature, Vol. II, p. 233-234).

The passage of Act 3496, amending Act 2605, on 8 December 1928 raised the status of the Academy to collegiate level. Now called "*The Philippine Constabulary Academy,*" the institution was permanently established at Camp Henry T. Allen, in Baguio City. The curriculum was lengthened to three years. The subjects were arranged by the Superintendent and the Academic Staff under the supervision of the Chief of the Philippine Constabulary.

B. BIRTH OF THE PHILIPPINE MILITARY ACADEMY

The status of the Philippine Constabulary Academy was soon to be affected by the victory of the Filipino leaders in their fight for independence. In 1934, the United States Congress passed the Tydings-McDuffie Law which provided for a ten-year transition period prior to the granting of independence. In the meantime, a commonwealth government manned by Filipinos would be established until the date of independence, set on 4 July 1946 (Latourette, 1965). An all-Filipino Constitutional Convention drafted a constitution which, after approval by President Franklin Delano Roosevelt on 23 March 1935 and ratification by the Filipino people on 14 May 1935, provided that the defense of the state was a prime duty of government (Section 2, Article II, 1935 Constitution of the Philippines). To satisfy this provision, the Philippine National Assembly passed on 21 December 1935 the National Defense Act, otherwise known as *Commonwealth Act Number One*, calling for the formation of a Philippine Army, consisting mainly of twenty-year old male citizens. To supply well-trained officers for this army, the Philippine Legislature provided for the establishment of the Philippine Military Academy in place of the Philippine Constabulary Academy. The President of the Commonwealth was authorized to maintain a cadet strength of not more than three-hundred and fifty.

Thus, the Philippine Military Academy was born.

V. THE PRESENT CORPS OF PROFESSORS' PERSONNEL MANAGEMENT SYSTEM

The purpose of this chapter is to probe into the current status of the CP, PMA's personnel management system. The first section of the chapter is an analysis of Executive Order 237, the authority creating the Corps of Professors, which partially covers the subject areas of the study. The second section explores existing policies and practices other than those contained in EO 237 with respect to the personnel management system of CP, PMA.

A. EXECUTIVE ORDER 237

The **mission of PMA** is "to instruct, train and develop the cadets so that they shall possess the character, the broad and basic military skills, and the education essential to the successful pursuit of a progressive military career." Looking at this mission statement, it is the role of the Corps of Professors to provide the education essential to the successful pursuit of a progressive military career because they are in the forefront of the Academic Group. The **mission of the Academic Group** is thus stated as: "to instruct, train and develop the cadets so that they shall possess the intellectual skills and the character essential to the military profession." Precisely, the name *Academic Group* is used to refer to the faculty who handle the academic training of the cadets, as distinct from the *Tactics Group*, which is composed of the faculty who handle the military training of the cadets.

1. Historical Evolution of Executive Order 237 and the Corps of Professors, PMA

When PMA was initially created as a Philippine Constabulary School, there was no need for an academically trained faculty inasmuch as the course offering was only a three- month training in law enforcement duties. The transformation in 1928 of the school into a college-degree granting institution required the

assignment of an academic faculty due to the inclusion of non-military subjects such as History, Spanish, and other foreign languages.

The 1935 Commonwealth Act Number 1, or the National Defense Act provided, among other things, for the establishment of the Philippine Military Academy, to be patterned after West Point (as proposed by General Douglas MacArthur, who was invited to the Philippines by President Manuel L. Quezon to be his Military Adviser). At this point the curriculum was expanded from a three-year to a four-year course. A group of officers, intended primarily to teach the cadets, was created and placed under the Detached Officer List (DOL). Four departments were created to supervise the training and educational development of the cadets. These departments were the Department of Tactics and three academic departments: Department of Mathematics and Natural Philosophy, Department of Engineering, and the Department of Languages and Social Arts. (Bejar, 1976)

a. *Executive Order Number 361*

The need for a regular academic faculty that would be permanently assigned in PMA was not felt until after the graduation of class 1940. On August 1941, the then-President Manuel L. Quezon formally created the "Corps of Professors" with the signing of Executive Order Number 361, to be the main instructional force of PMA. The following are notable provisions of EO 361:

- Specification of Academic ranks for professors and assistant professors the number of which was to be determined by the President.
- These professors will belong to the regular force but shall be carried in a separate roster, in addition to the general roster of the Philippine Army.
- By way of attracting highly qualified officers to join the new branch of service, the initial rank of an eligible candidate was Major and he could be promoted to Lieutenant Colonel after eight years, and after ten years to Colonel.

- Officers of the regular force were permitted to apply for membership in the Corps of Professors, unless prohibited specifically by law, and could retain their ranks or get promoted as the law may provide.
- Officers belonging to other arms and services whose special qualifications were needed in cadet training could be detailed in PMA but this did not automatically separate them from their Arms and Services, nor did this subject them to the promotion rules and regulations under the Executive Order.
- Members of the Corps of Professors were entitled to the same pay, allowances, rights, and privileges of the regular force.

Executive Order 361 governed the Corps of Professors for six years before it was realized that the provisions were vague and inadequate.

b. Executive Order Number 643

President Elpidio Quirino issued Executive Order 643 on 21 November 1953, revoking Executive Order 361. The important provisions of Executive Order 643 are as follows:

- There shall be a Dean of the Corps of Professors, Department Heads and an Associate or Assistant Professor for each subject offered in the Academy.
- The time-in-grade required for promotion from Major to Lieutenant Colonel was reduced from eight years to six years, while that from Lieutenant Colonel to Colonel was reduced from ten years to seven years. The rank of Colonel remained the highest a professor could reach.
- Other members of the Corps of Professors were given the initial rank of Captain and the Academic title of Assistant Professor. They could be promoted to Major after five years and to Lieutenant Colonel after six years.
- A Reserve officer could join the Corps of Professors with the same privileges as a Regular Force officer transferring to the Corps.

Executive Order 634, however, did not take effect until 1956 when seven members were appointed into the CP. Among them was the first Dean, Colonel Vivencio D. Dayot. The other six members were: Colonel Juan Obieta, Lieutenant Colonel Jose Lozano, Major Eliseo Rio, Major Mapagtapat Ongchangco, Captain Fortunato Crisologo, and Captain Juan Aguas.¹

Executive Order 643 governed the Corps of Professors for approximately three years. Soon, several weaknesses were uncovered, among which was the possibility of new members being more senior than older members.

c. Executive Order Number 237

On 13 February 1957 President Ramon Magsaysay signed Executive Order 237 prescribing a new set of rules and regulations for the Corps of Professors. The new executive order was expected to remedy the shortcomings of the old order by elaborating on vague provisions and providing policies regarding separation and utilization of the members of the Corps of Professors.

2. Exposition of Nature, Scope, and Provision of EO 237

As its descriptive title connotes, Executive Order 237 prescribes *Rules and Regulations Governing the Seniority, Appointments, Promotions, Elimination and Utilization in Time of Emergency of Officers of the Corps of Professors, Philippine Military Academy*. The counterpart of such a document in regular colleges and universities would be the administrative rules governing the hiring, promotion, rights and privileges, and separation of faculty members. As such, Executive Order 237 is the authority that determines the qualification, promotions, pay, incentives, and privileges for the Corps of Professors. The question, however, is: Does the Executive Order provide for all these? The next sections address this issue.

¹ Interview with Colonel Mapagtapat Ongchangco, (Ret) Dean of the CP from 1962-1968, and one of the original seven CP members.

a. Overview of Executive Order 237

Before presenting a logical arrangement and specification of the scope of the Executive Order, it would be advisable to start with a bird's eye view of its provisions, section by section.

Section 1 - provides that members of the Corps of Professors be conferred a Regular Officer status under the Regular Force of the Armed Forces of the Philippines, but be carried in a separate promotion list to be known as the Professors Promotion List.

Section 2 - defines *grade* and *seniority*, as used in the Executive Order. Grade refers to any of the various gradation of commissioned officer and shall refer to permanent grade. Seniority refers to the relative positions of officers as indicated in the Corps of Professors Promotion List.

Section 3 - defines various symbols with corresponding Commissioned grades from Second Lieutenant (O-1) to Colonel (O-6).

Section 4 - specifies the manner in which the Corps of Professors Promotion List will be established and mandates the publication of such list with updated changes caused by separation, appointments, promotions, etc., at least once a year.

Section 5 - creates the position of Dean and the academic ranks of Professor, Associate Professor, and Assistant Professors, with corresponding qualification for appointment to such ranks.

Section 6 - creates the position of Department Heads and prescribes the number of professors. One professor designated as Course Director per course of instruction in the PMA curriculum is allowed.

Section 7 - pertains to initial appointment. Members are appointed to academic ranks with the corresponding military grade regardless of source of status of applicants. It further specifies the academic qualification needed for each rank, as shown below.

QUALIFICATION	ACADEMIC RANK	MILITARY RANK
Doctorate degree	Appointed as PROFESSOR	Appointed as Lieutenant Colonel
Master's degree	Appointed as ASSOCIATE PROFESSOR	Appointed as MAJOR
Baccalaureate degree	Appointed as ASSISTANT PROFESSOR	Appointed as CAPTAIN

Section 8 - refers to relative seniority of commissioned officers joining the Corps of Professors.

Section 9 - sets the time-in-grade for the promotion of professors:

INITIAL RANK	PROMOTED TO	TIME IN GRADE
Professor (Lieutenant Colonel)	Colonel	8 years
Associate Professor (Major)	Lieutenant Colonel	7 years
Assistant Professor (Captain)	Major	6 years

Section 10 - pertains to temporary promotion of outstanding members of the Corps of Professors regardless of length of service.

Section 11 - refers to the retirement, separation and attrition of professors.

Section 12 - pertains to the utilization of members in time of war or emergency. It likewise prohibits the transfer of professors to any other arms, branch, service or promotion list except when duly authorized by the President.

By way of further summarizing the contents of Executive Order 237, other significant provisions that are relevant to the study are as follows:

Appointment:

- No officer will be appointed to the academic rank of Professor or Associate Professor unless he has a Ph. D or an MA degree, respectively (Section 7).
- An officer initially appointed in the academic rank of professor is given the military rank of Lieutenant Colonel, an Associate Professor the rank of Major, and an Assistant Professor, the rank of Captain (Section 9).

Seniority:

- An officer appointed to a grade higher than the commissioned grade he held at the time of appointment shall be placed at the bottom of the list of officers in his grade (section 8a).
- An officer who retains his commissioned grade will be inserted in the promotion list in accordance with his length of service (Section 8b).
- To maintain seniority, all officers of the same grade and the same academic rank are promoted, regardless of length of service, if an officer junior to them in the same grade and academic rank gets promoted (Section 9d).

Promotion:

- A board of officers consisting of the Dean and at least four other members who are not members of the Corps of Professors but senior in grade to any officer being considered for promotion is appointed by the AFP Chief of Staff to a two-year term. It shall consider promotions in the academic rank. (Section 9).
- Promotions in military rank will be considered by a promotion board composed of at least five officers who are not members of the Corps of Professors and who are appointed by the Secretary of National Defense for a one year term (Section 9f).

- Any Associate Professor not promoted to Professor after nine (9) years and any Assistant Professor not promoted to Associate Professor after seven (7) years are to be separated from the service (Section 11).

Pay and Allowances:

- Members of the Corps of Professor shall be given the same pay, allowances, rights and privileges to which regular officers are entitled (Section 11).

b. Scope and Limitations of Executive Order 237

It will be noted that the only areas covered by the Executive Order are those specified in its descriptive title; i.e., seniority, appointments, promotions, elimination and utilization in time of emergency of the Corps of Professors, PMA. Other areas such as career development and recruitment are not covered. Only the utilization of the members of the Corps of Professors in times of emergency are covered. Certain specific positions such as Deanship, and Department Head posts are mandated in Sections 5 and 6.

Even areas covered by the Executive Order such as promotion and elimination, are so broad and general that they often lead to conflicting interpretations. However, the Executive Order is better construed as the authority covering general areas, the specific details of which must be prescribed by an implementing order.

An Executive Order is an act of the Chief Executive that has the force of law. It is usually issued when the Legislature is not in session or if there is a need for the immediate issuance of a law in order to meet a pressing problem.² Perhaps it is better that Executive Order 237 was never converted into a permanent law. That way, amendments can be introduced with less difficulty.

²Gathered from an interview with Lieutenant Colonel Carlos M Canilao, a CP member who is a lawyer.

When Executive Order 361 was signed by then President Manuel L. Quezon, there was a pressing need for a mainstay military teaching force capable of providing the education of the Cadet Corps of the Armed Forces of the Philippines (CCAFP). By the time Executive Orders 643 and 237 took effect, the problems that needed attention were seniority and promotion. According to the personal assessment of this researcher, and as corroborated by key respondents (themselves retired professors), the source of the seniority problem was the issue between the Regular and Reserve members of the AFP. It used to be the practice in the AFP to require Reserve Officers to renew their Extension of Tour of Duty (ETAD) every two years or else they are reverted to civilian status (this has since been extended to ten years instead of every two years). As a result, when a Regular and a Reserve officer holding the same rank join the CP, the former is automatically placed above the reserve officer even if the latter has a longer time in grade.

On the other hand, Regular officers, mostly PMA graduates, who found themselves junior to some Reserve officers "due to a strict application of the provisions of the Executive Order" would often protest.

Thus, despite the fact that EO 237 is concentrated on seniority and appointments, varying interpretations of its provisions contribute to the confusion.

It is indeed very apparent that Executive Order 237 has lengthy provisions on seniority and appointment. When tabulated, the concentration of topics under the EO shows that seniority ranks highest, with utilization as the lowest (Table 2).

TOPIC	SECTION	PERCENTAGE SCOPE
Seniority and Appointment	1 - 8	66.7 %
Promotion	9 - 10	16.7 %
Utilization	11	8.3 %
Elimination	12	8.3 %
TOTAL	12	100.0 %

Table 2. Topical Concentration of Executive Order 237

Due to the need for which Executive Order 237 superseded Executive Order 643, the concentration of Seniority and Appointment, as shown in Table 2, is understandable. However, the light treatment given to equally indispensable areas of personnel management, such as utilization and elimination, is not justified. The absence of provisions for the recruitment of professors leads one to ask what qualifications must a candidate have to be accepted to the Corps, or absence of the provisions for their career growth may greatly impede the attainment of full efficiency and productivity in the CP. The recruitment of qualified professors and their continued professional growth are clearly indispensable to the full operation of the school.

The strength of a university lies in its faculty and its ability to teach and to improve learning. The quality of education that an institution dispenses is directly dependent upon the quality and competence of its faculty. (Gregorio, 1983, p. 276)

Not only theoretical considerations demand a broadening of the scope of Executive Order 237. Realistic considerations as well demand that amendments be made. Changes in the PMA curriculum, such as a shift from highly technical to a balanced socio-humanistic-technical curriculum, increased CCAFP strength, and dynamic changes in both the military establishment and the Philippine society, all demand for a redefinition of the need that must be met by Executive Order 237.

Obviously, it is necessary to provide for an adequate system governing the recruitment, seniority, promotion, career development, full utilization, and separation of CP, PMA, for it to render the services required as the main academic arm of the Philippine Military Academy. A comparison of the desirable scope and the present scope is presented in Table 3 below.

PRESENT SCOPE	DESIRABLE SCOPE
Seniority and Appointment	Recruitment
Promotion	Seniority and Appointment
Utilization in time of emergency	Career Development
	Full Utilization (not only in time of emergency)
	Separation

Table 3. Present versus Desirable Scope of EO 237

It may be countered that the areas under the desirable column in Table 3 may be embodied in an implementing order (as noted earlier, an Executive Order takes care of general provisions while an implementing order takes care of the specifics). However, even if only in broad and general terms, Executive Order 237 must cover recruitment, career development, and full utilization of the Corps of Professors.

B. OTHER POLICIES AND PRACTICES GOVERNING THE PERSONNEL MANAGEMENT OF THE CORPS OF PROFESSORS

Aside from Executive Order 237, another legal document that affects the Personnel Management System of the CP is Republic Act 291, otherwise known as the *Personnel Management Act of the Armed Forces of the Philippines*. Also, there

are existing traditions and unwritten policies among the greater part of the AFP that bear upon personnel management of the CP.

This section first discusses RA 291, then the other policies and practices affecting the recruitment, seniority, promotion, career development, utilization, and separation of members of the Corps of Professors.

1. Republic Act 291

Republic Act 291 and all its amendments and implementing directives constitute the general law covering the management of all AFP Personnel.

The question that has always been raised and never resolved decisively is, which should prevail in case of conflict, Republic Act 291 or Executive Order 237? Lawyers from the CP contend that Republic Act 291 is a general law, while Executive Order 237 is a special law. Since, in the rules of statutory construction, a special law must prevail over a general law, it would follow that Executive Order 237 must prevail over RA 291. Lawyers from the Judge Advocate General's Office at the General Headquarters (JAGO, GHQ), however, have a different opinion. They consider Executive Order 237 inferior to RA 291 since the latter passed through Congress in the normal process of legislation.

Such a conflict of interpretation has resulted to inconsistent implementation of the provisions of EO 237 on seniority and promotion. For instance, a problem met by the CP Promotions and Screening Board is the difficulty of assuring military rank quota for CP members who are eligible for promotions. Note that while EO 237 provides that the CP will be carried in a separate roster in addition to the Regular roster of the AFP officers, RA 291 does not include the Corps of Professors among the promotion quota unless the quota is in excess for regular officers.

Another conflict area is the EO 237 provision that academic promotion be tied to military rank. This runs counter to RA 291, because the latter covers the military promotion of all AFP officers. As a result, professors who have complied with academic requirements for promotion cannot be promoted militarily because

Executive Order 237 only contains provisions for initial appointment based on academic qualification. The Order is silent on the military promotions of officers due to added academic qualifications. Thus, while an applicant with a master's degree can be appointed as a Major, a Captain member of the CP who finishes his master's degree cannot be promoted to Major without satisfying the requirements of RA 291.

Sadly, even if otherwise known as the AFP Personnel Management Act, RA 291 does not cover the entire scope of a personnel management system. While its descriptive title states that it is an "*Act to Provide for the Procurement, Promotion, and Elimination of Regular Officers of the Armed Forces of the Philippines, and Other Purposes*," a look at the Table of Contents indicates the absence of provisions on recruitment, utilization, and career development. Since the scope of RA 291 is just as limited as that of Executive Order 237, problems on recruitment, utilization, and career development continue to arise.

2. Unwritten Policies and Traditions Affecting Personnel Management of the Corps of Professors

The absence of important provisions in law prompted the CP to adopt certain unwritten policies and practices. This section presents and analyzes these policies and practices.

Since the founding of the CP, no faculty manual was ever written to provide specific guidelines for the faculty. It is perhaps this absence of a faculty manual on top of the inadequacy of Executive Order 237 and RA 291 that led to the adoption of unwritten policies and traditional practices affecting recruitment, seniority, promotion, career development, utilization, and separation of professors.

a. Recruitment Practices

(1) Military or civilian applicants. Executive Order 237 is silent as to whether applicants must be drawn from military officers or civilian members

of the academe prior to application; nor are there explicit prohibitions against civilian applicants. However, a very noticeable practice is the seeming preference for applicants who are already in the service as military officers. While there are no documented evidence that an anti-civilian mentality exists in the CP, the fact that the CP has not admitted a civilian since the early 1980s tends to suggest that civilians are not encouraged to apply. Today, there are only eight members who were commissioned directly from civilians, seven in the 1980s and one only recently, compared to sixty eight (68) former Regular or Reserve military officers who were commissioned in the CP since 1957.

One key respondent officer from CP admitted that there is a preference for military applicants as a carry-over of the military origin of the CP. It will be recalled that members were originally from the Detached Officers List (DOL). These were military officers who could teach and were willing to be assigned in PMA. Such officers were primarily soldiers and only secondarily teachers. This respondent also added that, during the early days of PMA, cadets looked down on professors without field duty achievements. Field-decorated professors were idolized and respected.

As an implication of the seeming preference for military over civilian applicants, there is little recognition given to the academic qualifications of an applicant. It is not inaccurate to say that the CP believed that a good officer would make a good teacher, and a good teacher would not necessarily be a good officer.

(2) What qualifications are essential for CP applicants?. In practice there are no standard qualifications for entry into the CP, except that applicants must successfully pass interview and demonstration teaching. Apart from these, there is no common agreement as to what other qualifications must be considered.

(3) The Recruitment Procedure. The following standard procedure of recruitment has been followed by the Corps of Professors since 1956 with only slight modifications:

- Interested applicants among the PMA instructors have to teach for one year in PMA.
- In the past, at the end of one year, and if acceptable, the Department Head recommends the applicant to the Screening Board for admission to the CP. Since the 1980s however, the practice has been for the applicants to file their applications direct to the CP Screening Board.
- The applicant is interviewed by the Screening Committee composed of the Dean and the six Department Heads.
- Next, the applicant undergoes another year of observation. Members of the Screening Board observe the applicant in and out of the classroom. General behavior and teaching effectiveness are considered but there is no standard evaluation form, nor are specific points for observation delineated.
- The applicant then undergoes final interview with the Screening Committee; if he passes, his papers for commission and appointment are forwarded to the General Headquarters for processing.
- Applicant reports to the General Headquarters for medical, dental and neurological examinations and other tests, normally given to applicants for the AFP direct commissionship.

Usually, it takes about six months before the appointment order is issued by GHQ. However, the processing period has varied from applicant to applicant. The longest to date is three years, and the shortest is three months.

b. Practices Regarding Separation

(1) Retirement. In practice, retired professors are hired as civilian instructors and given the highest academic rank. While receiving their pension benefits, they are given their regular pay as instructors. Their presence in

the PMA faculty has provided, in no small measure the prestige of not only the CP but also of the PMA teaching force as a whole. While it is true that up to the present, the highest position that a professor could reach is the Deanship, and the highest military rank is Colonel, seeing these retired professors contributing their share in the education of the cadets has been an added incentive to CP members to aspire for excellence and stick it out with the CP even beyond retirement.

(2) Separation of Misfits, Incompetents and Opportunists. To date, there are no specific rules for separation of non-performers; nor are there instruments to identify them. However, precedents were set with the voluntary resignations of some young professors for "personal reasons" and "for the good of the service."

c. Practices Regarding Promotions

Executive Order 237 provides the procedures for promotion including the creation of the Screening Board that takes charge of those promotable to the next rank. However, the most controversial area of AFP personnel management has been the promotion systems followed in the CP.

In practice, there have been inconsistencies in the treatment of the promotion whether the promotable individual is a former civilian, Reserve officer, or PMA graduate. The resulting preferential treatment was not due to the promotable officer's circumstances, but rather to the inconsistent interpretations of the relevant provisions of either Executive Order 237 or Republic Act 291.

Still to be settled is the issue of which promotion factors are more important: length of service versus performance, academic achievement versus military achievement, teaching effectiveness versus military aptitude, etc.. A cause of great demoralization among younger professors is that some ranking professors hold military ranks and academic position that their academic qualifications do not merit. Thus, lately there is a strong clamor to upgrade the minimum requirement from Bachelor's to Master's degree.

The Quantified Promotion System (Appendix H), devised in 1975, was meant to be an implementing order of the Academic Promotion provision of Executive Order 237. It has been followed but not strictly implemented for promotion of CP members. Others have perceived it as too stringent and rigorous, thus becoming a disincentive to prospective applicants.

d. *Practices on Career Development*

It used to be that higher studies could only be pursued in the University of the Philippines in Diliman, Quezon City and other reputable Manila universities to ensure quality graduate education. Since the 1970s however, the schools are no longer prescribed by PMA and professors can avail themselves of any schooling in any university of their choice.

NDA 22-K and FIF (Faculty Incentive Fund) scholarships are open to all AFP officers and can be availed of by professors. Professors are encouraged to attend seminars in their respective areas of specialization. Likewise, through the initiation of the Academic Group, PMA invites lecturers or resource speakers to talk on various topics of specific educational interest.

PMA has adequate facilities for the professional and research growth of the faculty. There are Speech, Computer, Physics, Electronics, and Electrical Engineering laboratories. There is also a recently built Professional Library strictly for the use of the faculty although its collections are not yet adequate for the complete library needs of the faculty.

VI. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

A. EARLIER COMMITTEE REPORTS

Early on, members of the Corps of Professors perceived loopholes in their personnel program. Cognizant of the need to make the Order truly adequate as personnel management legislation, the Academic Group has created five committees (so far) to recommend appropriate revisions (see Table 4).

First Committee	1971
Second Committee	1975
Third Committee	1980
Fourth Committee	1986
Fifth Committee	1990

Table 4. Executive Order 237 Revision Committees

This section presents and analyzes the results and recommendations of the Revision Committees which, for inexplicable reasons, were never adopted formally into the CP personnel system. A more striking phenomenon, however, is the absence of coordination and continuity between the committees, despite the fact that they dealt with the same subject and in some instances had common members. This section on the committee reports is significant for the following reasons:

- For the first time the committee reports are now found in a single document in the present work. The researcher had to contact committee members for the results of their committee work - and fortunately all reports of the five committees were gathered, except for the original proposal of the 1971 committee.

- The committee reports reflect the professors' aspirations for a more workable personnel system. By drawing common imageries and themes, this research work may be able to consolidate and evolve a streamlined personnel based and largely personnel formulated system.

Each of the committee reports is discussed first. Then, differences and similarities are drawn. Finally the section ends with an assessment of the work of the committees toward the formulation of an adequate CP personnel system.

1. THE 1971 COMMITTEE

In 1971, a study committee was formed to make an in-depth analysis of the PMA curriculum and faculty. The committee's recommendations could be classified into those covering recruitment, utilization, promotion, and career growth.

On Recruitment. The committee proposed a direct appointment of civilians in the CP, noting that EO 237 was silent on the subject. To ensure that only college graduates will be appointed to the CP, the committee proposed that a bachelor's degree be the minimum requirement for initial appointment as an assistant professor.

On Utilization. The 1971 Committee proposed the expansion of the Professor's research outside PMA, to enhance the professionalism, expertise, and prestige of the CP. This move, according to the report, would eventually be "beneficial to the AFP in particular and to the country as a whole."

On Promotion. The committee recommended the following provisions:

- There should only be one Board of Officers to recommend both military and academic promotions. The existence of two boards makes the promotion system unwieldy and causes too much administrative delay.
- The single Promotion Board shall recommend promotions in military grades up to O-5 only. Promotion to the grade of O-6 shall be recommended by the Board of Generals.

- Section 9d of EO 237 providing for the automatic promotion of members who are above a promoted officer in the lineal ranks is a provision that does not promote efficiency in the CP. On the contrary, it induces inertia and stagnation. It is possible under this provision for an officer to "just coast along and wait for an officer below him in the roster to be promoted." This provision must consequently be deleted.
- EO 237 provides five years, seven years, and eight years for promotion to O-4, O-5, and O-6 respectively. These requirements are "now too long considering that promotion in other services can be effected after only one year in the grade, as provided in RA 291."

On Career Growth. As an incentive for promotion and career growth, the tenure of office for the Dean of CP must be limited to 4 years, (instead of making the Dean's tenure co-terminus with his retirement from the service), "in order to give a chance to as many professors as possible to aspire for the Deanship, rather than only for the rank of Colonel."

a. Content Analysis

- The 1971 committee proposed that CP be utilized outside PMA specifically in research work. The reasons given were, *one*, to enhance professionalism, expertise and prestige of the CP, and, *two*, to benefit the country as a whole and the AFP in particular.
- This manifests a strong aspiration of the professors to professionalize the CP and gain prestige and expertise for the organization.
- The move to ensure that no non-college graduate will be appointed in the CP indicates, that during that time, a Bachelor of Science degree was the minimum requirement, and there was no concern yet for post-graduate education.
- The duty-oriented character of the 1971 committee is evident in the proposal to prohibit automatic promotions. Promotions must be earned.
- The concern of the committee for career growth is evident in the proposals to shorten the time-in-grade of the different ranks, and the limitation of the Dean's tenure.

- Likewise, its concern for cost-effective utilization of resources is manifest in the proposal to have one promotion board only instead of two, which make the promotion system "unwieldy" and causes too much "administrative delay."

In sum, the 1971 committee carried the theme: *"Towards Professionalism, Expertise, and Prestige for the CP."* As a way of achieving their aspiration, the committee called attention to the need to provide specific rules for recruitment, promotion, career growth, and full utilization.

2. THE 1975 COMMITTEE

The 1971 committee perceived the expansion of CP services and utilization outside PMA a long felt need. This, and the need to conform to the academic life of the faculty, led to the creation of a second committee in 1975.

Colonel Cesar P. Pobre, then the incumbent Dean, directed the creation of this committee. It was supposed to draft a proposed Presidential Decree that would embody important revisions to EO 237.

After a series of consultations, a copy of the draft was forwarded to the Chief of Staff for approval by the President of the Philippines. The draft, however, met stiff resistance among the J-Staffs and was never passed.

The following were the significant proposed changes to EO 237:

- "CP, AFP", rather than "CP, PMA" - changing the appellation of the CP from "CP, PMA" to "CP, AFP" was perceived to initiate the change of utilization of CP from only within PMA to meet the requirements for instructors and professors of the various units, branches, or agencies of the AFP and the Department of National Defense.
- The CP shall be a separate service of the AFP. It shall be included in the budget of the AFP but shall have a separate fund allocation.

- The rank of Dean, CP shall be Brigadier General or higher, to be selected from the CP on the basis of academic qualification, leadership, experience, and seniority. The functions of the Dean are detailed and expanded to include management and operation of the CP and participation in planning for training units in the AFP.
- A CP member assigned to other units outside PMA shall be accountable to the superiors of such units, unless he himself is the most superior in that unit.
- Specification of academic qualification for initial appointments, e.g., Bachelor of Science degree for First Lieutenant, Masteral degree for Captain, etc.. Likewise, the specification of age qualification, aside from academic and teaching experience for civilian applicants.
- Specification of the composition of the screening committee for applicants (Dean and six senior members of the CP appointed by DND for a tenure of one year). EO 237 did not provide for a screening committee for applicants.
- Specification of pertinent provision from RA 291 that shall govern CP promotions and CP separations.
- Provision for subsidiary pay of not less than three hundred pesos a month for each member, irrespective of rank.
- Provision for assignment of CP members to other AFP training units.
- Formulation of Quantified Academic Promotion System (QUAPS) which specifies the criteria for academic promotion.

a. Content Analysis

The following are significantly noted from the 1975 committee recommendation:

- Clear move toward full utilization of CP - although research and institutional tie-up were not yet explored as areas of utilization.

- Clear move toward specification of recruitment qualification - although only academic or educational qualifications were specified. Minor consideration was given to teaching experience and age.
- A clear move toward increased monetary incentive for CP members.
- Clear move toward the institutionalization of the admission of civilians into the CP - although there is still a noticeable preferential treatment for military over civilian applicants in the proposal to impose age requirements for the latter.
- Clear move toward prescribing academic qualifications for recruitment and promotions is shown in the formulation of QUAPS.

The main recommendation of the 1975 Committee is, of course, the AFP - wide utilization of the Corps of Professors; hence, it cannot be blamed for just glossing over the other recommendations.

It is noteworthy, however, that the committee already perceived the necessity for career growth. The recommendations to create a screening committee, and to set educational, teaching experience, and age requirements for applicants recognize the importance of recruitment.

3. THE 1980 COMMITTEE

Recognizing the need to follow up on the aspiration of the CP for more adequate personnel management, and undaunted by the refusal of higher authorities to act on this, Colonel Augusto V. Reyes, then Dean of the Corps of Professors and Head of the Academic Group, formed another committee in 1980 to propose revision to EO 237. The committee came up with a proposed Presidential Decree.

The creation of the 1980 committee was in further compliance with a letter from the Adjutant General (TAG, GHQ), dated 7 September 1973, on the subject *"Revision of Executive Order No. 237."*

The most important revisions proposed to EO 237 by the 1980 committee were as follows:

- Reiteration of 1975 Committee's proposal to change the appellation "CP, PMA" to "CP, AFP." This time however, the rationale was not only the AFP-wide utilization of the CP, but in pursuance to vested of authority of the CP as an independent body under AFP. The committee argued that "as individual military personnel, the CP were all organic members of the PMA command, but as a collective group, the CP was "under the administrative supervision of the AFP Chief of Staff, and not under the PMA Superintendent."
- It is also significant to point out that the organizational set-up of PMA, being primarily a military command and secondarily as a college, has affected the normal functioning of the CP. Budget allocation has at times been inadequate for the normal operations of the academic group. Such matters as procurement of supplies and training aids, hiring of additional civilian instructors, and training of instructors, are also affected.
- For purposes of expedient promotion of deserving professors, the committee proposed that military promotions of the CP be dependent upon the availability of professors qualified for promotion and not on the availability of quotas as prescribed by the Secretary of National Defense.
- Career growth opportunities such as: (a) academic schooling locally and abroad, (b) command and staff assignments at various levels, (c) promotion at par with those of other services, and higher attainable rank (i.e., General), (d) assignment to various positions and tasks associated with prestige and power that redounds to both material and intangible benefits, (e) engagement in professional activities and academic work that promote efficiency.
- Provisions for some kind of merit rating for appropriate recognition of meritorious academic achievement through academic promotion, accompanied by additional pay as follows:

ACADEMIC RANK	ADDITIONAL PAY
Assistant Professor I	25% of base pay
Assistant Professor II	30% of base pay
Associate Professor I	35% of base pay
Associate Professor II	40% of base pay
Professor	50% of base pay

The rationale behind the accompanying monetary reward for promotion is to encourage academic growth.

- In effect, the recommendation to separate military and academic promotions is resorted to in order to "confer upon the professor both the integrity and the fame that they respectively and separately deserve."
- Removal of Academic Ranks as prerequisite to military promotions, so as not to bar military promotions, and awarding of military rewards for military achievements and civilian rewards for civilian achievements, were also among the recommendations.
- Prescription of the maximum strength of CP to not more than 10 percent of the CCAFP's authorized strength. This computation was arrived at by considering the adequate number of members of the CP to ensure that there is at least one CP per particular discipline, and at the same time to preserve a high level of quality of the faculty group.
- Limitation of the tenure of the Dean to three years.
- Assignment of professorial chairs to be occupied by members of the CP. The old practice was to assign professors for each specific course, e.g., instead of, say, "Professor of The Life and Works of Rizal," the individual is recommended to be "Professor of History."
- Specific rules for recruitment of civilian applicants such as minimum academic qualification of MA.
- Provision for a screening committee composed of the Dean, Department Heads, and two senior Professors. Members of the CP must be consulted on who should be admitted by the group.

- Reiteration of a Quantified Academic Promotion System (QUAPS), based on teaching activities, professorial work, and academic achievement, administrative duties, co-curricular and extra-curricular work, interview of the Academic Promotion board, and such other related factors. This will make the academic promotion of professors more objective and less prone to the whims of the Academic Promotion Board.
- Explicit provision for the separation of inefficient and incompetent members. Those professors who fail to be promoted academically within a prescribed period will be separated from the service as follows:

RANK	MAXIMUM TIME-IN-GRADE
Assistant Professor I to Associate Professor	7 years
Associate Professor I to Professor	9 years

- Explicit provision for the pay, allowances, and rights and privileges due to the members of the Corps of Professors, such as additional pay depending on academic rank.
- Expansion of utilization of Professors to include specific assignments of a professor outside the PMA.

a. Content Analysis

The committee work of the 1980 Committee is by far the most exhaustive report, complete with a summary of justifications and underlying concepts of the proposed Presidential Decree (the proposal was made during the martial law period).

Proposed policies for personnel management are clear and well supported. Pressing controversies henceforth unresolved are given concrete solutions.

The most important proposal of the committee is the separation of academic rank and military rank of a professor. All others emanate from this core proposal. But at this stage of evolution of the CP, there is a noticeable ambivalence toward the issue of what an ideal professor should be. Is he a soldier first and a

professor next; or is he first and foremost a professor, and a soldier next? The proposal is also ambivalent because, while it is recommended that academic promotion be separated from military promotion, the reasons given are militarist on one level and academic on the other. One section argues that the inability of a professor to achieve the academic qualification required for a rank should not hamper his military promotion. In another, the committee argues that all necessary incentives be provided for the professors to achieve academic excellence. However, hand in hand with all types of incentives for academic excellence, the committee sought to institutionalize the QUAPS - which has been perceived in fact as a very rigid and strict criteria for academic promotion.

On the other hand, what the committee proposed by separating military and academic rank is to facilitate the military promotions of professors, and discourage academic promotion. Since a professor could get promoted militarily regardless of academic qualification, a professor might just decide to ignore his academic promotion instead of working for it.

The inclusion of standards for academic promotion, other than teaching effectiveness and educational advancement already contravenes the purpose of providing incentives for academic growth, since a professor could be promoted academically in his performance of staff or administrative work and extracurricular activities. The proposed separation clause will thus encourage academic stagnation.

The following are the significant contributions of the 1980 Committee:

- Definitely, although ambivalent in justification, the move to separate academic and military ranks is an indicator of the growing realization of the CP members that their primary mission is to become accomplished educators in their specific fields of specialization.

- The descriptive title of the proposed Presidential Decree, "*Set of Rules Governing the CP, AFP*," as well as the proposal to specify implementing policies, are definite moves towards the expansion in scope of the Personnel Management Program in the areas of adequate salary and incentives, career growth, utilization, and separation.
- Aside from the QUAPS, the committee also proposed a career pattern.

4. THE 1986 COMMITTEE

The Marcos regime was soon over. Still, EO 237, signed in 1957, continued to be the legal document governing the Corps of Professors. In 1986, under the Deanship of Colonel Maximino M Bejar, another committee was formed to come up with a proposed revision of the EO. The descriptive title of the proposed EO is "*Creating the CP, AFP, and Providing Rules and Regulations Governing the Appointment, Seniority, Promotion, Utilization, Pay and Allowances, and Termination of Members Thereof*." While the 1980 Committee proposed a Presidential Decree, the 1986 Committee proposed again an EO, presumably because the Congress was abolished by the Freedom Constitution. Also, the 1986 Committee went back to a specification of areas of personnel management covered by the EO. In place of "elimination" in EO 237 is the word "termination."

The most significant contributions of the 1986 Committee are as follows:

- Specification of initial rank of new members depending on academic qualification and military /civilian status as follows:

COMMISSIONED OFFICER APPLICANT	CIVILIAN APPLICANT
Bachelor of Science Degree - <i>Captain</i>	Bachelor of Science Degree - <i>First Lieutenant</i>
MA - <i>Major</i>	MA - <i>Captain</i>
Ph D - <i>Lieutenant Colonel</i>	Ph D - <i>Major</i>

- A novel contribution of the 1986 committee is the specification of the Promotion Rules other than those in RA 291.
- Inclusion of "Sabbatical Leave" under pay, allowances and incentives, and adoption of the same scale of Instructor's Duty Pay (IDP) as that of 1980 committee.
- An explicit move to make CP AFP-wide, with specific assignment in:
 - a. New Armed Forces of the Philippines (NAFP) service academies
 - b. Service academies of countries maintaining an exchange professor program with NAFP service academies
 - c. NAFP Staff and Defense College
- Non-promotion within five years to the next academic rank is a ground for separation.
- Provision for optional or compulsory retirement.

a. Content Analysis

The proposal of 1986 Committee was certainly an improvement over EO 237, but compared with the work of the 1980 Committee, it was a disappointment. While such proposals as Instructor's Duty Pay (IDP) for academic ranks, and separation of academic and military ranks were pursued, other noteworthy innovations of previous committees, were given up. Such proposals as the *Quantified Academic Promotion System*, and wider utilization (not only geographically) in terms of expanding functions into research and staff work, were dropped by the 1986 Committee.

The proposed career pattern by the 1980 committee was likewise not pursued by the 1986 committee. By specifying once more the coverage of the proposed EO, the Committee went back to a limited scope, thus ignoring altogether the subject of recruitment and career development.

Very glaring in the 1986 proposal was the discrepancy of initial appointment between a military and civilian candidates. The apparent discrimination against civilian applicants is not rationalized.

5. THE 1990 COMMITTEE

Again, the committee work of 1986 was never approved. Neither were the proposals formally adopted into the CP personnel program. Tacitly, however, the CP members were already operating under the aspirations contained in the proposals, and in fact some concrete measures such as the QUAPS and career pattern were already being used. But the use of these new instruments were not uniform and consistent inasmuch as they were not formally authorized.

It was high time to form another committee, this time composed of relatively young and junior members of the CP. The committee submitted a proposal after a year of close consultation and deliberation.

The committee justified its proposal with the following underlying concepts, which are fully quoted as follows:

UNDERLYING CONCEPTS OF THE PROPOSED EXECUTIVE ORDER ON THE CORPS OF PROFESSORS

1. The Corps of Professors shall provide the main component of the Philippine Military Academy Faculty. It must therefore attract more members to cope with the eventual increase in the strength of the CCAFP.

2. The members of the Corps of Professors shall be regular officers of the AFP whose primary duty is to teach the cadets the various subjects in the BS Curriculum including Physical Education. To qualify to join the Corps of Professors, one must have a Masters degree or its acceptable equivalent. There shall be as much as practicable, an Assistant Professor, an Associate Professor, and a Professor in every subject in the BS Curriculum of PMA.

3. The members of the Corps of Professors shall be masters of their respective areas of studies which are Humanities, Mathematics, Social, Physical, Natural, and Engineering Sciences, and Physical Education. They can therefore be utilized by other education and training institutions of the AFP and the Defense Department.

4. Being regular officers of the AFP, the members of the Corps of Professors shall be well-versed in military customs and traditions and shall possess broad and basic military skills. As part of his career development a member of the Corps of Professors will comply with the AFP Education and Training requirements for promotion.

5. While further academic and military schooling are a part of his career pattern, a member of the Corps of Professors shall devote the greater portion of his military service to actual classroom teaching and related research work.

6. Academic schooling shall take precedence over military schooling since a member of the Corps of Professors is first and foremost a professor. He has been commissioned as a regular officer only to enhance his effectiveness and efficiency as a professor of future regular officers of the AFP.

7. The professionalism of a member of the Corps of Professors can be seen in his progressive growth as a classroom teacher, course director, head of a department, staff officer, head of the Academic Group, and eventually Dean of the Corps of Professors. In all stages of his career, a professor shall maintain teaching duties, albeit diminishing in load as his administrative duties which are inherent in his profession as a professor, increase.

8. The military promotion of a member of the Corps of Professors shall depend greatly on his academic promotion, but not solely on it.

The following are considered the most significant contributions of the 1990 Committee:

- Realization of a wider scope for an adequate CP Personnel System to include a definite and uniform pattern which recognized schooling as well as promotion at various stages in a professor's career.
- Recognition of the professor as the main component of the PMA faculty. His primary duty therefore is actual classroom teaching and research work.
- Recognition of the need to attract more applicants to the Corps in view of the eventual increase anticipated in CCAFP strength.
- Recognition of the primacy of professor roles to military roles. Thus, in matters of schooling, promotion and separation, academic performance take precedence over military performance.

a. Content Analysis

The youthfulness and vigor of the committee members are apparent in the variety, depth, and breadth of their proposals. Note the specification of the "progressive growth" of a professor from "classroom teacher, course director, head of a department, staff officer, Head of the Academic Group, and Dean of the Corps of Professors." There is a clear commitment toward a definite, uncomplicated, and yet rich career pattern.

A clear perception of the goals of the CP as an organization in relation to the general mission of PMA is evident. Note the singular thrust toward the perfection of the professor as an academician through the following: specification of levels of schooling from recruitment to retirement; specification of higher studies in view of specialization because professors are "masters of their respective areas"; specification of "reputable colleges and universities" as venues for further schooling; specification of research duties aside from classroom teaching; specification that military promotion depends on academic promotion, though not solely on it; specification that "academic schooling shall take precedence over military schooling" because a CP member is "first and foremost a professor"; reiteration that a professor is a regular officer of the AFP and thus expected to be "well versed in military customs and traditions and shall possess broad and basic military skills," and shall comply with the "the AFP Education and Training requirements for promotion"; and recognition that professors can serve AFP-wide only when the CP meets the instructional requirements of the cadets.

B. ANALYSIS OF THE COMMITTEE REPORTS

1. Themes of the Committee Reports

Each committee may not have realized it, but the present study succeeded in identifying the specific themes of each. These themes are shown in Table 5.

Committee	Theme
1971	Toward Professionalism, Expertise, and Prestige of CP
1975	Toward AFP-wide Utilization of CP
1980	Separation of Academic and Military Rank
1986	Toward More Incentives for the CP
1990	Toward Full Utilization of Professors as Academicians

Table 5. Themes of the Committee Reports

While the themes of each may vary, each committee, by its specific thrust, was contributing to the formulation of an adequate CP Personnel System. Each committee was, at the same time, articulating the aspirations and expectations of professors as to what their goals and functions are and how best to achieve them.

2. Perceived Goals and Roles of the Professor

From a minimal realization of the Professor's role as academician in 1971, to the ambivalence of the 1975, 1980, and 1986 committees, to the definitely academic-oriented thrust of the 1990 committee, the perceived role of a CP member is first and foremost that of a professor rather than a military member. Still, he is expected to imbibe the customs, traditions, education, and training of a military man.

The following are the perceptions regarding other areas of the personnel system:

- **Recruitment** - The committees are unanimous that military applicants have an edge over civilian applicants.
- **Utilization** - The committees agree that a professor's utilization must be expanded into research and services outside PMA (e.g., in other AFP training schools).

- Incentives - The committees generally agree that the present incentives are insufficient to attract enough number of quality applicants.
- Career Pattern - The committees agree that a definite career pattern for a professor should be prescribed for professional growth in the service.
- Promotion - The committees agree on the complex nature of seniority and promotion in the CP, and proposed solutions to remedy the problems.

3. Limitation of the Committee Reports

The committees no doubt did their best to remedy perceived problems in the CP personnel system. The following, however, were noted as their shortcomings:

- To produce cumulative reports, each one preserving and reiterating the best before it, so that by now there should be a more adequate personnel system.
- To give due attention to recruitment. This area of personnel system is crucial to ensure the quality of professors.
- To make a definite stand on the issue of civilian applicants.
- To specify criteria of evaluation for promotion, career growth and separation.
- To utilize surveys or opinion polls in order to gather contributions from CP members and administrative staff officers on the ideal CP personnel system.
- To conduct objective and comprehensive studies to support their recommendations.

C. PRIMARY SURVEY DATA

To probe into the current perceptions on EO 237, and the desirable personnel program for the CP, the author surveyed the PMA faculty of SY 1995-1996. The survey questionnaire was divided into the major areas of an ideal personnel system: Recruitment, Promotion, Utilization, Career Development, and

Separation. The opinions of the respondents were solicited on the relevance of EO 237 and whether the EO should be partially revised or completely changed.

As mentioned in Chapter III, there were two types of respondents: the respondents to the formal survey and the four key respondents to an in-depth and structured interview. The respondents to the formal survey were in four categories: 1) retired professors, 2) active professors, 3) non- CP military instructors detailed in PMA, and 4) civilian instructors.

The four categories of respondents are crucial since differences in perceptions are expected from each group.

1. On Recruitment

QUESTION 1 (Recruitment): EO 237 GUARANTEES THE RECRUITMENT INTO THE CP OF ONLY THOSE PERSONS WITH STRONG MOTIVATION TO THE TEACHING PROFESSION.

The active members of the CP believe that EO 237 guarantees the recruitment of only persons who are strongly motivated to the teaching profession. But the retired professors, the non-CP military, and the civilian faculty, disagree. When probed further for the reason of the latter's position, one retired professor said that there is "no way by which EO 237 can determine the motivation of applicants to the Corps." Another retired professor opined that "the only explicit qualification for recruitment is educational qualification, master's or doctoral, in Sections 7 and 8. Otherwise, there is no other qualification that can test motivation." Another reason given as to why the EO does not guarantee the recruitment of persons with strong motivation to teach well is that CP applicants are motivated by:

- initial promotion to a higher rank
- no field risks

- guaranteed closeness to family
- other personal motives for personal advancement such as opportunity to go to graduate school or law school.

The motivation to teach ranks among the lowest priorities of applicants when they enter the CP.

It can be surmised that probably the "agree" answer of the active CP is an attempt to protect their prestige as a group. Indeed, as was pointed out, EO 237 does not provide for the qualification of applicants. In general, the EO does not even have recruitment provisions.

QUESTION 2 (Recruitment): EO 237 GUARANTEES THAT PROFESSORS WILL BE ASSIGNED DUTIES THAT MATCH THEIR EXPERTISE.

The active and the retired professors and non-Corps military all agreed that EO 237 guarantees that professors will be assigned to duties that match their expertise, while the civilian faculty disagreed. A close scrutiny of EO 237 reveals that there is no required expertise or specialization for applicants, except for the specific positions that require specific ranks in Sections 7 and 8. There is no provision that requires only those with specialization in a chosen field to teach or handle specified fields or subjects.

When probed on their negative response, those who disagreed said that EO 237 "never guaranteed" that professors would be assigned to their field of expertise. In fact, they noted that "there is no outline of specific duty assignments and the expertise required." A retired professor noted that "in the past there was a practice of appointing persons to their fields of specialization, but now the practice is gone." He was quick to add that "this old practice was not provided in EO 237." A civilian said that, in practice, "there are many professors who seem to be teaching subjects that they did not specialize in." Another respondent, a non-

Corps military officer, suggested that "the assignment of people to their specialization can only happen if the CP has a variety of expertise. As it is the professors seem to crowd in some fields while nonexistent in others."

Such observations are not without basis, since they are usually constrained to master in another field due to the limited graduate courses offered in Baguio City schools. However, in most cases, the CP endeavors to assign professors to subjects in which they specialize.

QUESTION 3 (Recruitment): SECTION 7(C) OF EO 237 IS ENOUGH INCENTIVE TO ATTRACT OUTSTANDING MEMBERS OF THE ACADEME TO JOIN THE CP.

There was general agreement that EO 237 guarantees enough incentives to attract outstanding academicians to join the Corps. The retired professors, however, disagreed and offered the following reasons and suggestions:

- With the present economic situation, section 7(c) ceased to be seen as an incentive.
- Incentives given must at least equal those that are available in other military units.
- Monetary benefits and career development opportunities must be competitive with those of outstanding civilian schools.
- The incentives given are useful only for officers below the rank of Captain.

Such negative comments are well-grounded. This is especially true for past members of the CP, when the highest military rank a professor could reach was Colonel. Likewise, in terms of monthly salary, the salary or base pay of a Captain is not really on a par with the salary of an assistant professor in the better universities.

Those who agreed, however, insisted that professors should regard teaching as a vocation and not a career. Even if the incentives are not so attractive, the strong love for teaching should make up for it. One respondent commented that professors "should not be too materialistic and worldly motivated."

QUESTION 4 (Recruitment): SECTION 12 OF EO 237 IS ADVANTAGEOUS TO THE MEMBERS OF THE CORPS OF PROFESSORS: A) PERSONAL INTEREST, B) CAREER.

Respondents except the retired professors agreed that a professor may be detailed to a unit where he is best qualified in times of emergency. This section does not mandate that professors actually go to battle during war time, rather that they be detailed to services where their qualifications will be needed. Two retired professors answered that, during the early days when the professors were placed under the DOL (Detached Officer List), they were primarily soldiers.

Being detailed where their expertise is most needed in time of war or national emergency can considerably enhance the career of professors, since they will be exposed to the field. As Colonel Bienvenido V. Baquirin PROF (retired CP) noted, in the early days of the CP, professors "were basically soldiers and were indoctrinated in the basic tenet of the military professional -- the unlimited liability clause." He also observed that the "clause seems to have been forgotten in the CP. Seemingly, duty does not anymore come first before any other consideration."

QUESTION 5 (Recruitment): AT LEAST A MASTER'S DEGREE SHOULD BE THE MINIMUM REQUIREMENT FOR ACCEPTANCE OF AN APPLICANT INTO THE CP.

Again, with the exception of the retired professors, the respondents agreed that the minimum requirement for admission to the CP is a Master's degree. A retired professor explained that in the past "22-K scholarships could only be taken

in Manila (250 kilometers away) so that very few professors were motivated to take Masteral or graduate studies."

Forty one (41) other respondents with negative positions provided the following reasons as to why a master's degree need not be the minimum qualification of applicants.

- PMA graduates without Master degrees should be accepted. What matters most is the ability to handle the cadets with expertise and authority.
- A Bachelor's degree is enough if there is a specific career development program in the CP.
- A Bachelor's degree may suffice as long as academic records and teaching capabilities are outstanding.

Whether or not academic qualification or military performance should be given priority is a perennial issue that has plagued the Corps. The researcher elicited the opinion from one camp that cadets do not aspire for academic excellence and that military training is the ultimate objective of their stay in the academy. Another camp maintains that academic excellence must be made a priority because a liberal education will make a good military leader. In the CP, the proponents of the first camp belong to the "old school" and are called the "militarists"; those who adhere to the second camp, the so called new breed, are "academicians." The respondents who agreed had the following reasons:

- Not only Master's degree, but also units in education, especially on teaching methods, must be required.
- This would make the CP comparable to the faculties of institution with high academic standards.
- A Master's degree for professors is mandatory; more so for professors of a premier military institution.

2. On Promotion

QUESTION 1 (Promotion): IN GENERAL, THE POLICIES AND REGULATIONS ON ACADEMIC PROMOTION UNDER EO 237 AS IMPLEMENTED THROUGH QUAPS ARE; a) FAIR, b) OBJECTIVE.

All respondents agree that the policies and regulations on academic promotion under EO 237, as implemented thru the Quantified Academic Promotion System (QUAPS), are both fair and objective. The QUAPS was meant to be an implementing order that specifies both the criteria and corresponding point distribution for promotion of CP members. The QUAPS was adopted because of the very vague and general provisions of EO 237 on promotion which led to conflicting interpretations.

When probed on his negative stand, a respondent who was newly appointed to the Corps explained that both the QUAPS and EO 237 are full of "ambiguities and loopholes" and "inconsistent with recently-enacted laws"(referring to the new AFP Promotion System). Another respondent who answered in the negative suggested that "academic promotion should be based on an upgraded, more quantifiable criteria which recognize outstanding achievement rather than just seniority or length of service."

QUESTION 2 (Promotion): FOR MILITARY PROMOTION PURPOSES, ACADEMIC PERFORMANCE SHOULD BE GIVEN MORE WEIGHT THAN MILITARY PERFORMANCE.

All respondents, with the exception of the non-Corps military faculty, agreed that academic performance should be given more weight than military performance in military promotion. The position of the non-Corps military is understandable because their career allows them very little opportunity for academic endeavors.

Those who agreed offered the following reasons:

- Since the main function of a CP member is to teach, it is but proper that academic performance be the main criterion for promotion.
- Being in the CP, we mold the academic orientation and values of the cadets. We should be specialists and technicians rather than tacticians.

Those who disagreed offered the following reasons:

- There should be a balance between the two because an officer should be promoted considering his total performance.
- The two have no bearing on each other. It is like promoting our Gintong Alay athletes for winning in the Olympics.
- We are still members of the AFP. Most of the time we will hold positions that require military performance.
- Academic performance should fall under academic promotion.
- Such a scheme will lead to a demoralization of other military officers in the AFP.

QUESTION 3 (Promotion): PROMOTION RULES RECOGNIZE TEACHING EFFECTIVENESS OF A PROFESSOR AS A VITAL FACTOR FOR PROMOTION IN MILITARY RANK.

Respondents generally agree, with the exception of the active members of the Corps, that promotion rules recognize teaching performance. The professors gave the following reasons:

- There is no mention of teaching performance as a criterion for promotion in the EO.
- Section 9 of EO 237 deals mainly with length of service as basis for promotion.
- It is not, but it must be.

- It is not clearly outlined in the EO.
- No, but teaching performance should be the number one consideration.
- Promotion depends upon the recommendation of whoever has the power.

One respondent who agreed suggested that academic achievement such as educational qualification, research, and years of teaching, must be recognized instead of teaching effectiveness.

Professors are not rated now by the cadets for teaching effectiveness. There was a time when cadet evaluation of the faculty was being conducted in the past but this practice was put to a stop in the mid 1980s.

Likewise, teaching effectiveness of a professor is not evaluated by his superiors. Professors are rarely observed in the classroom after they have become CP members.

QUESTION 4 (Promotion): IN PRACTICE, THE PROMOTION RULES EMBODIED IN EO 237 ARE STRICTLY IMPLEMENTED AND FOLLOWED.

There was a general disagreement among the respondents that promotion rules under EO 237 are strictly implemented and followed. In fact, the strongest disagreement came from the active and retired professors. The following reasons account for the disagreement:

- Promotion rules are implemented according to the whims of the incumbent Dean and Department Heads.
- The General Headquarters itself does not implement this fully.
- Interpretation of promotion rules vary from one promotion board to another.
- Some members do not even have master's degrees.

- In practice, promotions have been inconsistent with the provisions of RA 291.
- The CP violates promotion age requirement of regular officers - e.g., Captain - 23-30 years old.

QUESTION 5 (Promotion): THE ACADEMIC AND MILITARY RANK TIE-UP UNDER EO 237 HAS COMPLICATED THE PROMOTION OF MEMBERS.

All respondents agreed that the tie-up of academic and military ranks under EO 237 has complicated the promotion system, implying a desire to separate the two. A non-Corps military instructor explained that academic promotions should not lead to military promotion. He suggested that the CP be treated like any other unit of the AFP when it comes to promotion, instead of treating it as an elite group.

An active professor, on the other hand, explaining his agreement to the separation noted the demoralizing effects on a professor who has outstanding academic achievements but could not get promoted due to his inability to perform militarily.

3. On Utilization

QUESTION 1 (Utilization): NOT ONLY ACADEMIC COURSES IN THE CURRICULUM BUT ALSO MILITARY SCIENCE, SHOULD BE HANDLED BY CP.

All the respondents generally agreed that not only academic but also military subjects should be handled by the CP. In fact, one respondent suggested that not just military science but also, and more importantly, military leadership must be handled by the CP.

The respondents offered the following reasons for their agreement:

- This leads to good role modeling.
- CP members are more effective teachers than most Tactics Group instructors because they teach according to standard principles.

While they agreed, the following qualifications were given by some respondents:

- Provided that only progressive minded officers who are aware of the realities in the field be allowed to do so.
- Provided field experience becomes a requirement in the CP.
- Provided the CP member was previously assigned in the field.
- Provided that the CP member has credible experience and knowledge of the military subject he is going to teach.

One respondent who disagreed insisted that military subjects be left to the tacticians and strategists. Professors ought to concentrate instead on teaching basic academic skills to the cadets, he claimed.

QUESTION 2 (Utilization): PROFESSORS MAY BE REQUIRED TO TEACH MORE THAN 12 HOURS PER WEEK PROVIDED THEY RECEIVE EXTRA PAY.

All respondents agreed that Professors may be required to teach more than the prescribed 12 hours per week, but most of the respondents did not like the idea of extra pay for the following reasons:

- Professors ought not to ask for extra pay because they are in the military service.
- Why do they need extra pay? They should teach according to the needs of the service.
- This concept of extra pay will promote jealousy on the part of the field officer. What more do the professors want? No life-threatening assignment, good housing facilities, IDP - these should be sufficient. They are assigned primarily to teach!
- If funds are available, maybe it's alright for them to receive extra pay. But as of now, the essence of service is to sacrifice for the good of the AFP.

- It's their job to teach - without limit.

Respondents who also agreed on "extra pay for extra job" explained that one of the incentives should be "the translation of extra efforts into monetary gain."

QUESTION 3 (Utilization): MEMBERS OF THE CP SHOULD BE ALLOWED TO REJOIN THEIR FORMER MAJOR SERVICES AT THEIR OPTION.

Both the active and retired Corps member-respondents disagreed on this proposition, while both the military and civilian respondents agreed that CP member should be allowed to rejoin their former major services at their option. This difference between the respondents is significant because it may mean that one disincentive for military officers to enter the CP is that, once they are accepted, they can no longer serve in other AFP units. Section 12 prohibits the assignment of a professor outside PMA.

The comments given by the respondents who disagreed were :

- No return, no exchange.
- When one joins the CP, he should be ready to stay in the CP until retirement.
- They should not have left their respective branches of service in the first place.
- Not unless they resign from the CP and be reduced in rank.
- Not unless CP is transformed as MOS (Military Occupation Specialty).

Other respondents recommended that CP be made an Area of Field of Specialization (AFOS) so that military officers entering the Corps may retain their original branches of service.

QUESTION 4 (Utilization): ALL SUBJECTS WILL HAVE A MEMBER OF THE CORPS OF PROFESSORS AS COURSE DIRECTOR.

There was almost a unanimous agreement among the respondents that all subjects will be course directed by a professor. In fact, one specific utilization of Professors in the EO 237 is as Course Directors.

The reasons given were:

- To professionalize the conduct of the course.
- To avoid cases of inefficient instructors acting as course directors.
- As long as the CP member is really qualified.
- As long as the CP member has the academic preparation for the specific subject.

QUESTION 5 (Utilization): MEMBERS OF THE CORPS OF PROFESSORS SHOULD BE UTILIZED IN; a) OTHER AFP SCHOOLS, b) AFP - WIDE SUPPORT UNITS.

There is general agreement among the respondents that CP be utilized in other AFP schools such as the General Staff College (GSC), National Defense College of the Philippines (NDCP), Philippine Army Training Command (PATC), etc.

Likewise, there is a general, though lesser, agreement among respondents that CP members be utilized in AFP support units. The reasons given were:

- As a technical service, CP should be AFP - wide.
- We should not deprive the AFP of expert services.

QUESTION 6 (Utilization): AS PROFESSORS, MEMBERS OF THE CP SHOULD ENGAGE IN; a) RESEARCH AND OTHER ACADEME ENRICHING ACTIVITIES, b) TIE-UPS WITH OTHER INSTITUTIONS, c) COMMUNITY EXTENSION WORK.

Again, there was a general agreement that CP members should engage in work other than teaching, such as research partnerships or collaboration with other institutions and community extension work. The reasons given were:

- Such activities provide professional growth.
- Such endeavors eliminate stagnation.
- This is the only way they could move forward.

One respondent, however, qualified his agreement by adding that such activities must not come in the way of his primary duty of teaching the cadets.

4. On Career Development

QUESTION 1 (Career Development): ASIDE FROM THE MASTER'S DEGREE, THE FOLLOWING MILITARY CAREER COURSES SHOULD BE TAKEN BY MEMBERS OF THE CP FOR PROMOTION TO INDICATED RANK: *BASIC COURSE, ADVANCE COURSE, COMMAND AND GENERAL STAFF COURSE (CGSC), AND MASTER OF NATIONAL SECURITY AND ADMINISTRATION (MNSA).*

Again, there was an almost unanimous agreement among the respondents that CP members follow a military advancement pattern. This is one issue where the respondents did not offer arguments or comments, as if the issue is already beyond question.

QUESTION 2 (Career Development): EO 237 CONTAINS SUFFICIENT INCENTIVES FOR ACADEMIC GROWTH AND DEVELOPMENT.

Out of the four groups of respondents, only the civilian faculty agreed that EO 237 contains sufficient incentives for academic growth. The strongest disagreement came from the retired professors followed by the active professors.

The reasons given by the respondents for their disagreements were:

- EO 237 provisions are very vague.
- EO 237 implies that academic growth and development are not important because length of service is the major consideration for promotion.
- EO 237 only encourages monetary incentives for academic growth .
- EO 237 encourages personal growth only.
- In practice, academic growth is set aside in favor of military development.

QUESTION 3 (Career Development): THE MILITARY CAREER PATTERN OF THE MEMBER OF THE CP IS CLEARLY DEFINED IN EO 237.

All the respondents generally disagreed, with the exception of the retired group who were undecided, that the military career pattern of CP member is clearly defined in EO 237. The reasons given for disagreement were:

- EO 237 creates aberration in the AFP promotion system.
- Yes it is clearly defined but it is not guaranteed as a good pattern.
- No question about it, but it encourages stagnation.
- While clearly defined, they are not strictly followed.
- EO 237 provisions on military career pattern need to be restated.

QUESTION 4 (Career Development): THE ACADEMY'S SOCIAL ENVIRONMENT IS CONDUCIVE TO THE PURSUIT OF ACADEMIC EXCELLENCE.

Respondents agreed, with the exception of retired professors, that the academy's social environment is conducive to the pursuit of academic excellence. The reason given by one retired professor for his disagreement was that according to his experience in the Academy, "from 1905, neither a research facility nor a

faculty development plan was ever instituted." To this professor, the PMA faculty does not deserve to be called "the academe." Another respondent who disagreed, a civilian faculty member, noted that politicking and fragmentation is noticeable among CP members.

One respondent who agreed, an active CP member, noted that the CP professors are made to feel that they are part of the command.

QUESTION 5 (Career Development): MEMBERS OF THE CP WHO POSSESS EXPERTISE OTHER THAN TEACHING SHOULD BE ASSIGNED TO STAFF POSITIONS IN PMA.

There was a general agreement among the respondents that CP members who possess expertise other than teaching should be assigned to staff positions in PMA. One active professor respondent explained his agreement with the comment that "line officers do not have the monopoly of talent for staff work." He further noted that "the very nature of the academic preparation places the CP in a better position to become staff officers."

The reasons of the respondents who disagreed were:

- Do not mix apples and oranges.
- Probably only as observers, but not as permanent staff workers.
- Teaching should receive priority.

The respondents who were equivocal gave the following reasons:

- As long as 80-90 percent of the teaching staff is composed of CP members.
- Only for a short term, without sacrificing teaching duties.
- Such staff duties must only be secondary.

QUESTION 6 (Career Development): TO BROADEN THE EXPERIENCE HORIZON, MEMBERS OF THE CP SHOULD BE ASSIGNED TO OTHER AFP ORGANIZATIONS AND EXPERIENCE COMBAT DUTY.

Ironically, the professors, both active and retired, were hesitant to agree, while the military non-corps and the civilian faculty disagreed. Reasons given by those who agreed were:

- By all means, they are soldiers! If only to gain exposure to field duties. Furthermore, this will deter criticisms from the line officers about not having field duties.
- It broadens military leadership skills.

Other respondents qualified their answers as follows:

- Yes, if they are to teach military science.
- Yes, but only in extreme need.
- Yes, but only when conditions are unstable.
- Yes, but only for a limited time.
- Provided the combat duty is needed for teaching effectiveness.

5. On Separation

QUESTION (Separation): THE ELIMINATION CLAUSE IN SECTION 11 OF EO 237 IS EFFECTIVE IN SEPARATING MEMBERS IN THE FOLLOWING CATEGORY a) RETIRABLES, b) MISFITS (HETEROSEXUAL CONFLICTS), c) OPPORTUNISTS, d) POOR SERVICE REPUTATION.

The respondents moderately agreed that EO 237 is effective in separating members who are retirables and misfits. But they disagreed that it is effective in separating opportunists and those with poor service reputation.

Actually, EO 237 in itself does not contain the provisions for eliminating poor performers. There are, however, cases in the past where members with unacceptable behavior were separated by their voluntary resignation.

When probed on his disagreement, one active professor noted that "opportunists abound in the CP. Some do not have any motivation to teach. They just want prolonged stay in PMA."

6. On Relevance of EO 237

QUESTION 1 (EO 237 Relevance): HOW RELEVANT IS EO 237 TO THE NEEDS OF THE CP?

Majority of the respondents thought that EO 237 is no longer relevant to the needs of the CP. Comments given to support this position were:

- EO 237 needs a complete overhaul in scope, especially on appointment, promotion, elimination, and utilization, to make it more relevant to the needs of the AFP.
- EO 237 must confront the demand for top-caliber officers who are committed to serve, enhance the AFP educational system, and upgrade the academic excellence in all AFP training units.
- EO 237 needs to address the need to make CP AFP-wide. Professors should have a wider horizon for their utilization.
- The CP must be made an AFOS or MOS only, not a separate service like Medical Corps or the Nurse Corps. Other officers from PN, PA, and PAF are also capable of teaching, unlike doctors and nurses whose specialized tasks cannot be accomplished by others.
- CP must not permanently stay in PMA throughout their career. Without healthy competition with other officers, inbreeding, stagnation, and decline of interest to serve, will result.
- EO 237 lacks specific provision for effective implementation. Provisions are too general and thus susceptible to personal interpretations.

- CP should be abolished. Instead, each major service should have an MOS or officers classified for education.
- The entire EO 237 must be revised if the CP is to be relevant to environmental and organizational changes.
- Military duty of CP should not be limited to teaching in PMA. They must have field or garrison duties to be in touch with realities.

QUESTION 2 (EO 237 Relevance): WOULD YOU RECOMMEND a) PARTIAL OR b) COMPLETE REVISION?

Respondents generally recommended a partial revision. Suggestions and comments regarding the EO 237 provision are:

- Specific areas for revision are initial appointments, promotions, and academic advancement of CP.
- Military rank should not be tied to academic promotion.
- A provision should be added to make CP AFP-wide.
- Thorough study must be made on setting guidelines for recruitment.
- CP must be converted into an MOS because CP do not have the monopoly of teaching.
- It is one of the functions of an officer regardless of branch of service.
- Provisions must stress academic excellence and performance. More credence must be given to this.
- Provision for academic incentives comparable with those received by faculties of state universities.

D. ANALYSIS AND INTERPRETATION OF SURVEY QUESTIONNAIRE RESULTS

AGREEMENT: There was unanimous agreement among the respondents on the following:

- EO 237 is inadequate as a personnel management system. Its scope does not cover two very important areas of personnel management: recruitment and career development. Likewise, the Utilization and Elimination provisions are too limited, while provisions on Seniority and Promotion are not clearly described leading to inconsistent implementation.
- There is no guarantee at the moment that only those with the strong motivation and dedication to the teaching profession are taken in as members of the CP. There are no existing recruitment rules that specify the skills, knowledge, and values that candidates must possess to qualify for the CP.
- The CP is undermanned as a result of discouragement in the Personnel Management System such as: Variable requirements for initial appointment, dissimilar application of initial rank, inconsistencies in the promotion system, laxities and unprofessional conduct of some CP members.
- Utilization of Professors is not fully defined. Even their primary duty of teaching is not specified. CP members are not engaged in research which is vital for professional enrichment.
- Absence of provision on the separation of CP members with low service reputation.
- Teaching effectiveness or academic performance is not accorded due weight in promotion.

DISAGREEMENT: The respondents, however, were divided on the following issues:

- Some prefer that military performance be given more weight than academic performance. Others prefer the other way around, while some maintain that academic and military rank ought to be treated separately.

- Some respondents prefer that CP be a technical service, while others prefer it to be an AFOS or MOS.
- Some consider the CP as a specialized branch of educators, while others opine that it should not be treated as such. CP members must not be exempt from combat or garrison duties.

The respondents offered the following recommendations:

- Expand the scope of EO 237. It should include provisions for recruitment and career development.
- Expand the utilization of professors to include research duties and detail assignments with other AFP institution for higher learning.
- Separate academic promotion from military promotion .
- Specify value orientation as well as academic qualification for applicants to the CP.
- Specify career development pattern satisfying both military and academic growth of a professor.
- Teaching is the primary duty of professors such that they must be utilized to the maximum in teaching, as well as in course directing.
- Make promotion and seniority fair, uniform, and unambiguous.

E. PRESENTATION OF PERCEPTION OF KEY RESPONDENTS

The opinions of the key respondents are treated separately because of their relatively more authoritative background. These serve also as additional recommendations and assessments.

1. On Recruitment

- Military non-Corps members are still needed to provide fresh views from the field, introduce new values into the professional life, and elucidate on aspects of military ethics which they have experienced.
- Candidates to the CP must serve one tour of duty with field troops before they are commissioned in the Corps. Cadets do not have as much respect for CP officers without combat experience as with officers who have served in the field and have handled troops. "Duty first" must be well adhered to as previously.
- CP should be composed of members with very strong desire to teach in order to maintain the high academic standard in PMA .
- Aside from teaching effectiveness, CP must be able to instill in the cadets discipline and the necessary decorum at all times. Not just full mastery of the subject matter but enough experience in teaching and learning techniques is necessary, and of course, a good understanding of military leadership and discipline.
- Only graduates belonging to the upper quartile of their class, whether from PMA or other schools, may be considered for assignments as CP member.
- Admission of new members to the CP should not be like the prevailing practice in fraternities, that when an old member gets threatened by lateral entry of a new member - trouble begins.
- CP members must be highly motivated for the teaching profession. They must possess the highest academic qualification in their respective fields.

2. On Promotions

- Lineal roster, promotion, and initial placements have inconsistencies. There seems to be favoritism.
- During the early years of the CP, promotion rules were strictly adhered to without favoritism.
- EO 237 provisions on promotion have often been violated.
- Sometimes, the promotions and screening boards set up precedents based on a candidate's personal circumstances.
- Some Full Professors of the CP do not even have a Master's degree.
- Some are appointed Associate Professors without a Master's degree.
- There seems to be a preferential treatment for PMA graduates either in matters of appointment and promotion.
- The Academic Promotion and Selection Boards should be consistently guided by laws, not by personalities or favoritism.
- Favoritism and discrimination must be erased.
- Vague provisions of EO 237, leading to inconsistent implementation of rules. It is no wonder that the CP is plagued by problems on promotion and placement.
- Revise EO 237 provisions on promotion and appointment. Care and attention must be given to wording of such provisions so that there will be a clear and precise interpretation.

3. On Utilization

- The original intention of the CP was to provide continuity to the instructional needs of the cadets.
- Members of the CP are supposed to be assistant or associate professors, and are expected to be specialists in their fields. They act as Course Directors, assuming all the attendant duties and responsibilities thereof,

and as guides to officers and instructors assigned to PMA for a tour of duty. The "new arrivals from the field" can show CP members how their teaching can be more valuable to the education of a military professional.

- Researches and scholarships are an integral part of professorship. If it is required in civilian universities, then it should be required in the CP.
- The CP education make them great assets for other branches of the AFP, or of the civil government. They could be given tours of duty in other branches provided they return to PMA after a limited length of time. Teaching outside of PMA will enhance their effectiveness.
- Tie-up with universities will give CP members the opportunity to be in contact with other scholars in their field and enable them to exchange and broaden their views.
- The CP is the nucleus of the Academic Group. The Academic Group facilitates the attainment of the PMA mission of providing the cadet "education essential for a progressive military career."
- Some members have very light teaching load or no teaching load at all.
- Many course directors are not CP members.
- Prolonged duties in the PMA staff of some CP members sacrifice the badly needed expertise of the individual in academic teaching.
- During the early years of the CP, all members had full teaching loads, except the Department Heads and the Dean. All course directors were members of the CP.
- Most of the teaching chores have been delegated to civilian instructors. Not having had military training on leadership and discipline, and their seeming preoccupation with popularity (for high cadet rating), military atmosphere is neglected.
- Most CP professors are teaching subjects that are not within their area of specialization. The reasons some of them give for teaching specific subjects are: *"I got high grades in this subject when I was a cadet,"* or, *"I can teach History or Government because I am taking up Bachelor of Laws,"* or, *"I can teach Literature because I love Literature,"* or, *"I am a wide reader."*

- CP should remain as a technical service.
- The CP must not only serve PMA but also other institutions of higher learning in the AFP, such as the CGSC and the NDCP. But not until a desirable quota of PMA CP is met for the needs of the cadets.
- The CP must not be given other duties in the academy that disrupt their devotion to teaching. This is the fault of the administration which gives little priority to the education of the cadets.
- Recommend that EO 237 be revised to convert the CP into a technical service for both the undergraduate and graduate instructional requirements of the AFP.

4. On Career Development

- CP members are required to finish a graduate degree in their field. This is to enable them to expand their knowledge in that field especially as it applies to the military.
- A well known book about education at West Point stresses that they are producing soldiers and scholars. I would suppose that a member of the CP should be a soldier and a scholar.
- Reliable and dedicated CP officers should anticipate the needs of the Academic Group to ensure the timely and adequate supply of textbooks, training aids, school and office supplies. Lack of these lead to inefficiency and even demoralization among the members of the CP.
- For convenience and compliance to requirements, CP members often take up any course they like depending on the availability of the course in any local university. There are many misplaced professors as a result.

5. On Separation

- Many members commit acts of immorality and breach of professionalism. Some high ranking professors cause demoralization due to their indiscretion and abuse of rank.

6. On Increasing the Relevance of EO 237

- Prepare a good personnel management program.
- Restudy EO 237 to make it more responsive to the present trends. Implementation should be consistent.
- Professionalize the CP. Do not act like a brotherhood bordering on personalities.
- Ensure a more solid and united CP. Erase all discrimination and jealousies.

VII. SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

The present study is an assessment of the personnel management system being implemented in the Corps of Professors of the Philippine Military Academy. Initially, the researcher probed into the present system or program of personnel management or current practices, and uncovered three types of policies governing the CP as a faculty. *First*, there is EO 237, which has been the main legal authority for the creation of the CP. *Second*, is RA 291, which governs the CP members in so far as they are military officers. *Last*, but not least, are the unwritten policies and practices on personnel management currently implemented in the CP, specifically on recruitment, career development, and utilization.

By way of assessing these three categories of personnel management, earlier reports and proposals on the revision of EO 237 and views of representative respondents from the present PMA faculty were gathered and analyzed. These were studied in the light of existing theories on faculty management and administration, the mission of PMA, the academic mission of the CP, and the pressing needs of the CP.

A. SUMMARY OF FINDINGS

Based on the questions initially raised by the study in Chapter I, the following are the significant findings of the study:

1. RESEARCH QUESTION ONE: WHAT IS THE PRESENT SYSTEM OF RECRUITMENT, SENIORITY, PROMOTION, CAREER DEVELOPMENT, UTILIZATION, AND SEPARATION OF THE CORPS OF PROFESSORS, PMA?

The present system of recruitment, seniority, promotion, career development, utilization, and separation in the CP (or Personnel Management System for short) is hardly a system.

First, the CP as a faculty is basically governed by a triumvirate of categories of policies, EO 237, RA 291, and unwritten practices and policies. Lack of consonance between policies and practices resulted in non-uniform rules and inconsistent interpretations.

Second, as they stand, these three types of personnel management policies lack synthesizing points which should lead to a coherent single system that can adequately meet the needs of the CP as an organization.

Third, there have been inconsistent applications of these rules, depending on the whims of the implementing authorities.

Fourth, there is a conspicuous absence of a comprehensive document of personnel management, say a faculty manual. Considering that PMA is supposed to be the premier military institution of the country, not having any faculty manual is lamentable.

Regarding the specific areas in the question, the following are the findings:

a. *On Recruitment*

As of this writing, the CP does not have a definite recruitment policy. Nowhere in the personnel management scheme can one find definite qualities an applicant must possess. Neither are recruitment procedures clarified, except for an informal flow chart of recruitment which has typified the procedures, starting from individual application to the approval of his commissionship by the Office of the President.

In considering an application, the academic qualification, general IQ, teaching skills, and aptitude for the service of an individual are formally considered. However, other important screening criteria such as value orientation, commitment to the teaching profession, and other qualities of a good professor are not measured. Even in the observation or probationary period, no definite criteria or evaluation system is followed by the Screening Board.

Apparently, recruitment policies tend to favor military officers over civilian applicants. Given two applicants, one military and the other a civilian, with the same academic qualifications, the former would be favored. Among applying military officers, however, Regular officers would be preferred over Reservists.

Selection procedures are not based on definite delineation of positions to be filled, but the recruitment procedures clarify the role of various members of the administrative and teaching staff in selection.

b. On Seniority

The existing personnel program deals largely with the issue of seniority. Both EO 237, and RA 291 devote long sections and provisions to the topics of seniority. Despite this, however, seniority remains to be one of the problems plaguing the Corps. One reason for this may be the ambivalent position of the CP regarding the ideal role of a professor. Is he first and foremost a military man or an academician? Closely related to this issue is the unsettled question of whether military or academic qualification should take precedence. Another factor is the tendency of the existing scheme to favor former military officers over former civilians.

c. On Career Development

Of all the areas of personnel management, this is the most ignored by the present scheme. In fact, looking at the present personnel program, career growth does not seem to be a part of faculty administration at all. This observation is true for both EO 237 and RA 291. To a certain extent, unwritten policies cover career growth, but this treatment is far from adequate.

d. On Utilization

The present personnel scheme covers only utilization in time of emergency, and the various positions a professor can occupy at certain times in his career such as course directorship, department head, and Dean. The present scheme limits utilization in the sense that professors are prohibited from practicing their profession in other units of the AFP.

e. On Elimination

RA 291 covers only instances where a professor fails to deliver as a military man, and not as a professor. Aside from RA 291, there are no clear provision for the separation of incompetents or misfits.

2. RESEARCH QUESTION TWO: HOW IS THIS PERSONNEL MANAGEMENT SYSTEM ASSESSED IN TERMS OF THE BEST UTILIZATION OF THE CORPS OF PROFESSORS AS THE MAIN ACADEMIC ARM OF THE PHILIPPINE MILITARY ACADEMY?

The following are the findings of the study, based on the reports of the five committees composed of professors to look into possible revisions of EO 237, and on the survey of perceptions.

First, the present scheme is inadequate. An adequate personnel program must provide for all the areas important to the smooth functioning of the faculty. One of the significant findings of the study is the very noticeable lack of provision for recruitment, career development, and utilization of professors. Faculty management is not simply the hiring and separation of teachers. It starts with recruitment, followed by continued professional growth, development, and best utilization.

The present personnel scheme has a very limited scope. It is not adequate to meet the demands of a comprehensive program. It leaves out very important areas without which it is impossible to attain maximum efficiency and productivity.

Second, the present scheme has unclear and ambiguous provisions. While the missions of the PMA and Academic Group are clearly stated, that of the CP personnel scheme is not. Should the thrust of the personnel recruitment, seniority, promotion, career development, and utilization be academic excellence, and that of separation (or promotion) consequently based on failure or success to achieve academically? Or should the focus of the scheme be military performance, so that all the areas of personnel management are geared toward it? The absence of a clear statement of the objectives sought by the personnel program resulted in ambivalent positions on the preceding issues.

If the missions of both PMA and the Academic Group are to be followed (as mandated by Section 1 of EO 237, which states that the CP's main function is to teach the cadets), then the goal of the CP personnel scheme follows unequivocally and thus directed to the best utilization of the professor as an excellent teacher. Recruitment and other important aspects should then be based on criteria related to academic achievement. Military achievements, within this scheme, are then expected to play only a supporting role.

Apparently, however, in the existing CP personnel scheme, the mission of the CP in relation to both the PMA and Academic Group missions has been forgotten. This omission was found to be the culprit for the resulting ambivalence, confusion, and inconsistent policy implementation. The net effect of all this is that the CP, as the main academic arm of the academy, is not utilized to the fullest.

Third, the present scheme is prone to inconsistent implementation. The study found the absence of a faculty manual that should contain the rules and regulations governing the CP very unfortunate. If this document were available, then the rules would be stated clearly. Specific implementing programs of certain provisions in either EO 237 or RA 291 that are too general would also be contained in this faculty manual. Since there is no such document, it is not surprising that the survey respondents perceive inconsistent application of policies.

3. RESEARCH QUESTION THREE: ON THE BASIS OF THE FINDINGS FROM THE PRECEDING QUESTIONS, WHAT RECOMMENDATIONS CAN BE OFFERED TO POLICY AND DECISION-MAKERS TO IMPROVE THE CP PERSONNEL MANAGEMENT SYSTEM?

On the problem areas and inadequacies pinpointed in the present CP personnel management program, the following are the findings of the study:

a. On Recruitment

- Policies and procedures do not ensure the appointment of candidates with high commitment to the teaching profession.
- Recruitment policies do not ensure that persons appointed to the Corps are not primarily motivated by other incentives in the CP such as avoidance of assignment in the combat field, provisions of quarters, and payment of IDP. In short, it is not guaranteed that opportunists and misfits are weeded out in the screening process.
- Absence of recruitment provisions covering civilian applicants often lead to an interpretation that the CP has an anti-civilian bias.
- Low turn-out of recruitment - Since its founding, the CP has never filled up the quota of professors can effectively service the educational requirements of the cadets. Some respondents attribute this to lack of incentives for recruitment.
- Perhaps a factor is the relatively lower regard for academic work vis-a-vis field assignment in the military culture.

b. On Seniority

- Seniority rules are prone to be one of the most complicated aspects of the CP personnel scheme. This is due to vague provisions in the EO 237 and the conflicting provisions of EO 237 and RA 291. This is especially true with former civilians and former Reserve officers now in the CP.

c. *On Promotion*

- Promotion rules are a problem area of the CP personnel scheme as the survey of the faculty revealed. In fact, perceived inconsistencies or "favoritism" in promotion are beginning to sow seeds of division in the CP, causing a breakdown of morale.
- The tie-up of the military and academic qualifications has complicated the system of promotion. Some respondents favored academic qualifications to be given priority while some favored military qualification as consideration for promotion.
- Deficiency or lack of specific rules on promotion compared to initial appointment, resulting in a situation where an applicant with a master's degree may be appointed to an initial rank of Major, whereas a Captain who obtains his master's degree while already a CP member is not guaranteed an automatic promotion to Major. As a result, those already in the Corps do not aspire for higher academic qualification and instead just coast along and merely depend on time-in-grade for their promotion.
- While the criteria for military promotion are spelled out in RA 291, those for academic promotion are not clear, either in EO 237 or the unwritten policies. It is true that the 1975 committee evolved the QUAPS to measure academic achievement, and yet the weight system was deemed too rigid that it became a disincentive, rather than an incentive, for academic achievement.

A very specific problem area uncovered in this study is the absence of an objective and formal evaluation structure for academic promotion. There is also an apparent disregard of teaching effectiveness as a consideration for promotion. The argument of the study is, if the main function of the professor is to teach, and to teach well, then his teaching effectiveness must be periodically rated. But the rating must be constructive rather than disciplinary in intent. Even the cadet evaluation, which used to be conducted every semester, has for the past five years been abandoned. Likewise, peer and superior-subordinate structures are not found

in the present CP personnel scheme. Only to a minimal extent is superior-subordinate evaluation practiced, and yet, the evaluation is meant to determine military rather than academic competence.

d. *On Career Development*

This aspect of personnel management is the most ignored in the CP personnel program. The committees, however, had unanimously attempted to fill the gaps by recommending standard career patterns for professors.

- While the committees realize the importance of career or professional growth, there is ambivalence when it comes to determining what type of professional growth must be pursued. This ambivalence was resolved definitely in favor of academic growth by the 1990 Committee.
- Some perceived the need for military schooling and other activities that enrich the professor as a military man, such as occasional combat or garrison duty. Other respondents seeing the primacy of academic improvement answered that a professor need to pursue higher studies in his field of specialization, and pursue academic-oriented activities such as research, attendance to seminars, symposia, and membership in professional organizations.
- School atmosphere is not very conducive to activities for academic growth, although the atmosphere challenges military growth. Despite the changes of military roles from the traditional authoritarian to the manager-specialist role, the prevailing culture in the Academy is still the traditional one. For instance, medals are awarded for acts of valor (e.g., earthquake rescue operations involving risk of life) but no medals or recognition are given for academic excellence - such as attainment of highest honors in schooling. No awards or recognition are given to researchers and publications either, so that among the professors of the CP, very few can pride themselves of being active in research, book-writing and other related activities.
- While facilities for academic growth abound such as all sorts of laboratories, up-to-date computers, and even a professional library, they are hardly availed of because professors are either too busy performing teaching duties and/or staff work, or there is not enough motivation for professional growth. The PMA Professional Library does not contain an

adequate supply of professional books or journals. The books are mostly donations and are dictated by factors other than the actual needs of the faculty.

- Also, there is an absence of a definite career pattern that recognizes the primacy of the professor's role as an instructor. Although recently, a career pattern that prescribes a definite military schooling scheme promulgated by GHQ has been in effect, a more balanced career pattern may be adopted.
- Opportunities are lacking to develop camaraderie with peers. Apparently, the absence of a definite calendar of social gatherings has resulted in irregular opportunities for socialization among the CP members. This aspect is really dependent on the Academic Dean or on the PMA Superintendent, thus is not part of a systematic program.
- It was also found out that there are insufficient opportunities for Professors to engage in community extension work. Because of the belief that professors are primarily military officers, the kind of work that they are expected to render to the community is military or para-military in nature. Another reason is the preoccupation of professors with teaching duties and staff duties. This could lead to the failure to recognize the service. In turn education of the cadets can possibly be an education far removed from environmental and community concerns.
- Lastly, areas for academic advancement are not specified. At the moment, there is no distinct policy that professors should pursue higher studies in their respective areas of specialization. As one key respondent observed, the higher courses taken are usually dictated by reasons of convenience, e.g., the course is offered in the local (Baguio City) colleges and universities, or facility, e.g., the course is relatively easier to complete than other courses. Usually, the concern is to finish a master's degree in whatever course, regardless of one's specialization or the instructional needs of the cadets.

e. *On Utilization*

EO 237 prescribes only the utilization of professors in times of emergency and limits the function of professors to PMA. The five committees on revision of the EO unanimously recognized this fact in their respective recommendations. Likewise, the respondents have common opinions about the low-level of utilization of professors due to lack of specific policies thereon.

- A specific problem area perceived by the respondents is the involvement of professors in activities other than teaching, thus making it appear as if teaching duty is not important. In fact, at present a few professors do not have any teaching load at all since they are saddled up with staff duties. This is a betrayal of the main purpose for the creation of the CP, which is to teach the cadets.
- Also a common perception is the non-involvement of professors in research work. Respondents and the committees agree that, as professors, CP members have an obligation to do productive work aside from teaching.
- Some respondents and one committee have suggested the AFP-wide utilization of CP members through varied assignments in other training institutions such as NDCP, CGSC and AFP Training Commands. However, such an AFP-wide utilization is not possible for as long as the number of professors is far below the desirable ratio of professors vis-a-vis the CCAFP strength.
- In like manner, utilization of officers for staff position in the academy was believed to be a good practice by some respondents. Others believed otherwise. A way to resolve this is to reiterate that the primary duty of a professor is to teach the cadets. Only when this job is adequately performed can the professor expand into other duties.

f. *On Separation*

RA 291 provides only for the separation of military officers. It does not provide for the separation of professors for academic reasons. This could be the reason for a few professors feeling that they can get by without pursuing academic excellence for as long as they are performing military functions. The committees

have explored ways of ensuring that academic inefficiency can also be a valid ground for separation of professors, but varying positions on the military-versus-academician issue have deterred the formulation of a feasible system or policy of separation. Professors can always rely on the time-in-grade factor for promotion even if they do not achieve the academic level consistent with the effective performance of their role.

B. CONCLUSIONS

First, there is at present no systematic strategy of personnel management in the CP, PMA. The two policies covering the Corps of Professors, EO 237 and RA 291, and unwritten policies can hardly be called a program due to inadequacies of provisions and inconsistencies in the interpretation.

Second, very important areas of personnel management such as recruitment and career development are totally ignored by the existing program, while other areas such as utilization and separation are merely glossed over. Still other areas such as seniority and promotion have vague and conflicting policies resulting to the demoralization of the CP members.

Third, the most problematic areas of the present CP personnel program are seniority and promotion. This stems from a confusion of the goals and mission, which, in turn, results in indecision on whether a professor is primarily a military officer or an academician.

Fourth is the fact that while the CP members through the years have attempted to remedy the inadequacies of the CP personnel program, specifically EO 237, their recommendations have yet to be adopted. This might be construed as an apparent disregard of the importance of an adequate and systematic personnel scheme on the part of planners and policy makers. Still, this can also be a reflection of the absence of a unified and consistent effort on the part of the CP to set common goals and recommend ways of achieving them. Absence of coordination among the committees or even lack of continuity between their

recommendations support the contention that the problem is attributable to internal defects in the CP organization. The existence of a letter directive from GHQ directing the Academic Group to revise EO 237 further shows that the CP members were early on given the leeway to recommend policies towards the formulation of an adequate and effective personnel management system.

Fifth, failure to realize the original intention of the CP which is to teach the cadets has led to conflicting interpretations as to the meaning of career growth and best utilization. This observation supports the conclusion that the CP mission is relegated to the background.

Finally, EO 237 needs complete overhauling. A redefinition of the "pressing need" that the CP is designed to meet should be given clearly. The revision must however remain as a general order to provide leeway for the CP to come up with specific implementing programs.

C. IMPLICATIONS TO NATIONAL SECURITY

The Corps of Professors, PMA, being the main academic arm of the academy, is a crucial determinant of the kind of education given to the cadets, who as future officers and leaders of the AFP must be equipped with the proper knowledge and skills, and value orientation for their career. To produce graduates in the mold of an "officer-gentleman" rather than an "officer-warrior," it is therefore necessary that cadet training and education be handled by well-motivated professors.

The problem areas of the CP personnel management system pinpointed by this study, once remedied, can lead to improved overall performance of the professors, minimized problems of recruitment and retention, a social and cultural atmosphere that is conducive to professional growth, better camaraderie among CP members, and cost-effective realization of the CP's role in the education and training of the cadets.

These results generate, in turn, a better quality of teaching performance that will directly affect cadet education and training, and hopefully lead to better graduates. Better graduates lead to better officers, and better officers mean a more dependable AFP, inculcated with the correct orientation, such as respect for civilian supremacy, human rights, and the constitution.

The people in turn, confident that the AFP is truly a professional arm of the state, can go about their daily routine feeling safe in their homes, sleeping soundly, and thus be more productive and contented. Trust and confidence in government can be restored and political stability may be achieved. In turn, socio-cultural conditions can be better addressed in a community where peace and progress reigns. In such an atmosphere, economic growth is enhanced through the attraction of investments in the countryside, which results in more and better employment opportunities to the people. A progressive people develop in themselves pride and love of their race, and dignity as a Filipino nation.

The study, being an exploration of the ways to upgrade personnel management, teaching efficiency, and effectiveness of the Corps of Professors, PMA, significantly contributes to national security.

D. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following actions are recommended:

First, develop a coherent, adequate, and consistent system of personnel management, with the following characteristics and features:

- **Well-planned.** Intended for uniform and objective implementation, the system should be formulated based on more recent standards and authoritative literature on personnel management and administration.
- **Long-ranged.** The system should be intended for as long as a period of application as possible in order to achieve consistency and continuity in the CP organization.

- **Involve as many Professors as possible.** The planning and formulation process should involve the beneficiaries of the program, the professor themselves. This is necessary so that the system will not be perceived as a tool of the administration for manipulating the professors, but rather as a collective effort of the CP members to work for the smooth attainment of goals which they themselves have set. To avoid personnel or subjective biases, authoritative literature on management and supervision theories, on the subject should be consulted.
- **Well-publicized.** Ideally, the whole system should be published in a CP faculty manual.
- **Adequate.** The system must cover all areas of personnel management including pay and allowances which was not covered by this study.

Second, clarify the goals of the CP vis-a-vis the PMA mission and academic group mission. Is a professor primarily an academician or a soldier? Only a definite answer will lead to unequivocal policies of recruitment, seniority, promotion, career development, utilization, and separation.

Third, study ways of formulating specific implementing guidelines for :

- **Recruitment-** specifically on the criteria of selection and points for each, the determination of motivation for applying to the Corps, and due recognition and scholarship potentials.
- **Career Development** - especially on specific guidelines for higher academic studies, plans for research activities, tour of duty in other military schools, and community work or tie-up with other schools, and improvement of the book collection for the Professional Library. Professors should be consulted about their need for books and professional journals. The Professional Library should not rely on book donations alone. Purchase of important books must be budgeted for.
- **Promotion** - Separate academic promotion from military promotion. Explore ways so that the importance of academic promotion over military promotion is appreciated.

- **Utilization-** Ensure that the primary workload of a professor is teaching. Other types of work are only secondary. Explore ways of detailing professors in other AFP schools for a limited period without sacrificing cadet education. Explore a scheme of limited staff assignment for CP members to the PMA Command.

Fourth, revise EO 237 to cover areas not covered by RA 291, specifically the rules governing the professor as an academician. RA 291 can take care of the military performance of the professor.

Fifth, explore ways of rewarding academic achievement to encourage academic growth. Restudy the committee recommendations on IDP. In addition, insignias or colors can be worn by Professors depending on their academic rank, as added incentives for academic achievements.

Sixth, develop a broader base of applicant study, delete provisions that discriminate against certain groups. Civilians, reserve officers, and even women should be afforded equal opportunities to enter the CP.

Seventh, provide guidelines for implementation. The following recommendations are offered:

- **Career pattern for a professor.** Based on the facts generated from the study, the researcher came up with his own reflection on what would be an ideal and balanced career pattern for CP members.
- **Desirable ratio of CP members to CCAFP strength.** According to this study, the CP can not go AFP-wide unless the ideal number of professors is attained.
- **Proposed EO 237 revisions.** Incorporating the findings of this study, a proposed EO covering the Personnel Management System of the Corps of Professors is given in Appendix G.

APPENDIX A. EXECUTIVE ORDER 237

**MALACANANG
RESIDENCE OF THE PRESIDENT
OF THE PHILIPPINES
MANILA**

**BY THE PRESIDENT OF THE PHILIPPINES
EXECUTIVE ORDER NO. 237**

PRESCRIBING RULES AND REGULATIONS GOVERNING THE SENIORITY, APPOINTMENT, PROMOTION, ELIMINATION, AND UTILIZATION IN TIME OF EMERGENCY, OFFICERS OF THE CORPS OF PROFESSORS, PHILIPPINE MILITARY ACADEMY.

By virtue of the powers vested in me by Section 22 (c) of the National Defense Act, as amended, and Section 4 (c) of Republic Act No. 291, I, **RAMON MAGSAYSAY**, President of the Philippines, do hereby prescribe the following rules and regulations governing the seniority, appointment, promotion, elimination, and utilization in time of emergency, of officers of the Corps of Professors, Philippine Military Academy.

SECTION 1. There shall be a Corps of Professors in the Philippine Military Academy, the members of which shall be appointed as regular officers in a separate promotion list to be known as the Corps of Professors Promotion List. The members of the Corps of Professors shall be in addition to the authorized for the Regular Force as prescribed in Section 3 of Republic Act No. 291.

SECTION 2. As used in this order, the following definition shall apply:

(1) Grade - Any of the various gradations or commissioned officers. Unless otherwise qualified, the word "grade" shall refer to permanent grade.

(2) Seniority - The relative positions of officers as indicated in the Corps of Professors Promotion List.

SECTION 3. The following symbols for the various commissioned grades are hereby established.

O-6 - Colonel or Navy Captain

O-5 - Lieutenant Colonel or Commander

O-4 - Major or Lieutenant Commander

O-3 - Captain or Lieutenant Senior Grade

O-2 - First Lieutenant or Lieutenant Junior Grade

O-1 - Second Lieutenant or Ensign

SECTION 4. The Corps of Professors Promotion List shall be established in accordance with the following:

(a) The names of all officers of the Corps of Professors shall be carried in this list which shall establish permanently the relative seniority of such officers, subject to the exceptions provided for in Section 9 (c) hereof: Provided, that the Corps of Professors list as of January 10, 1956 as amended, shall be the basis of all subsequent lists that may be made in compliance with this Order.

(b) The names of all officers of this list shall be arranged by grade in the following order: First, O-6; second, O-5; third, O-4; and fourth, O-3. Among officers of the same grade, the officer whose name appears second on the list shall be the senior next below the first, the officer whose name appears third on the list shall be the senior next below the second and so on throughout the list.

(c) Officers hereafter appointed in the Corps of Professors promotion list shall be inserted therein as provided for in Section 8 of this Order.

(d) The Chief of Staff shall cause all changes occasioned by separations, appointments, promotion, loss of rank by action of court-martial, and all other changes due to operation of law or regulation to be entered on all approved Corps of Professors Promotion List and, as corrected, this list shall be published to the Armed Forces at least once a year.

SECTION 5. There shall be designated from among the members of the Corps of Professors the Dean of the Corps of Professors who shall be senior in academic rank and military grade to all other members of the Corps of Professors. The academic rank shall be, in descending order, professor, associate professor and assistant professor.

SECTION 6. For each academic department of the Philippine Military Academy, a member of the Corps of Professors shall be designated the Head thereof who shall be senior to all other members of the Corps of Professors in that academic department. For each course of instruction prescribed in the approved academic curriculum of the Philippine Military Academy, there may only be one member of the Corps of Professor appointed, which officer shall be designated as the Course Director thereof.

SECTION 7. The initial appointment of members of the Corps of Professors shall be made in accordance with the following:

(a) Members of the Corps of Professors shall be initially appointed in an academic rank and in corresponding military grade by the President of the

Philippines upon recommendation of the Chief of Staff, Armed Forces of the Philippines: Provided, that no applicant shall be initially appointed in the academic rank of professor or associate professor who does not possess a doctor's degree or a master's degree, respectively, from an accredited school in the field of study for which he is to be appointed.

(b) Commissioned officers of the Armed Forces of the Philippines may be appointed to the Corps of Professors upon their own application, in which case, except as hereinafter provided in paragraph (c) of this Section, they shall be appointed in the same commissioned grades they held on the date of such appointment: Provided, that nothing in this Order shall prevent the Chief of Staff from detailing for specified periods such officers of the Armed Forces who are qualified to occupy the position of instructors in the academic faculty of the Philippine Military Academy, and they shall not, by virtue of such assignment, be separated from their assigned arms and services and shall not be subject to the rules and regulations prescribed herein for members of the Corps of Professors.

(c) Officers initially appointed in the following academic ranks shall be concurrently appointed in the corresponding grade indicated, if they hold a lower grade at the time of their appointment.

- | | |
|-------------------------|-----|
| (1) Professor | O-5 |
| (2) Associate Professor | O-4 |
| (3) Assistant Professor | O-3 |

SECTION 8. Officers hereafter appointed in the Corps of Professors Promotion List shall be inserted therein as follows:

(a) An officer appointed in a grade higher than the commissioned grade held at the time of his appointment shall be placed at the bottom the list of officers of the grade in which he was appointed.

(b) An officer appointed in the same commissioned grade he held at the time of his appointment shall be placed immediately below the most junior officer of that grade who has the same or longer accumulated service in such grade: Provided, that the accumulated service in grade referred to herein shall be construed to mean the sum total of the active service rendered in such permanent grade in the Regular Force and/or Reserve Force: Provided, further, that for purposes of determining the initial placement of officers covered by this in Sections 9(a), 9(b) and 9(c), hereof, officers who render service in the Corps of Professors as an acting professor, acting associate professor or acting assistant professor, and who are subsequently appointed therein, respectively in the academic rank of professor and in the grade of O-5, in the academic rank of associate professor and in the grade of O-4, and in the academic rank of assistant professor and in the grade of O-3, shall have such

service credited as active service rendered in the grade of O-5, O-4, O-3 respectively.

SECTION 9. Members of the Corps of Professors shall be promoted in military grade and in academic rank in accordance with the following rules and regulations:

(a) Officers initially appointed in the academic rank of professor and in the grade of O-5 shall be promoted to the grade of O-6 upon completion of eight years of accumulated active commissioned service in the grade of O-3; Provided, that they will or shall have rendered at least six years of satisfactory service in the Corps of Professors. The grade of O-6 shall be the highest permanent or temporary grade in the academic rank of professor and promotions to this grade shall be subject to the confirmation of the Commission on Appointments.

(b) Officers initially appointed in the academic rank of associate Professor and in the grade of O-4 shall be promoted to the grade of O-5 upon completion of seven years of accumulated active commissioned service in the grade of O-4; Provided: they shall have rendered at least five years of satisfactory service in the Corps of Professors. The grade of O-5 shall be the highest permanent or temporary grade in the academic rank to professor. An associate Professor who is promoted in academic rank to professor shall also be promoted to the next higher military grade on the effective date of promotion in academic rank regardless of the length of service in grade if he is in the grade of O-4, or upon completion of seven years accumulated service in the grade of O-5 with at least six months of satisfactory service in the Corps of Professor.

(c) Officers initially appointed in the academic rank of assistant professor and in the grade of O-3 shall be promoted to the grade of O-4 upon completion of five years of accumulated active commissioned service in the grade of O-3; Provided, that they shall have rendered at least four years of satisfactory service in the Corps of Professors. The grade of O-4 shall be the highest permanent or temporary rank to associate professor and shall also be promoted to the next higher military grade on the effective date of promotion in academic rank regardless of the length of service in grade if he is in the grade of O-3; or upon completion of six years accumulated service in the grade of O-4 with at least five years service in the Corps of professors.

(d) When an officer in any grade is promoted to the next grade under the provisions of Sections 9(a), 9(b) or 9(c) of this Order, all officers of the same grade and the same academic rank who are senior to such officers notwithstanding the promotional requirements prescribed in said Sections, shall also be promoted to the next higher grade together with such officer, if found qualified thereof by the Corps of Professors promotion board.

(e) The Dean of the Corps of Professors and the heads of Academic departments shall be designated by the Chief of Staff upon recommendation of the Superintendent of the Philippine Military Academy. Any member of the Corps of Professors who shall be designated as Dean of the Corps of Professors whenever vacancy in that position exists shall be promoted in grade or advanced in seniority whichever shall be necessary to give him seniority over all other members of the Corps of Professors, irrespective of his length of service in grade. Likewise any member of the Corps of Professors who shall be designated as the Head of an academic Department whenever vacancy in that position exist shall be promoted in military grade or advanced in seniority, whichever will give him seniority over all other members of the Corps of Professors basically assigned to that academic department irrespective of his length of service in grade: Provided, that the promotion of officers in grade contemplated under this paragraph shall not result in exceeding the highest commissioned grade authorized for their respective academic ranks: Provided, further, that those designated as Dean, Corps of Professors, and Heads of academic departments, shall have served, on the date of designation, at least five years and three years, respectively, as members of the Corps of Professors.

(f) A board of officers to be appointed by the Chief of Staff for a term of two years shall meet at least once annually to consider the eligibility of any member of the Corps of Professors for promotion in academic rank and shall submit appropriate recommendations thereon to the Chief of Staff. Said board shall consists of the Dean of the Corps of Professors and at least four other members, not members of the Corps of Professors, who shall be senior in permanent grade and temporary grade to any officer being considered by the board. Promotions in academic rank shall be made only upon recommendation of this board as approved by the Chief of Staff.

(g) Promotions in grade shall be subject to the approval of the President of the Philippines. Promotion to grades as indicated in paragraphs (a), (b), (c), (d) & (e) of this Section shall be recommended by a promotion board composed of at least five officers who are not members of the Corps of Professors and who shall be appointed by the Secretary of National Defense for a term of one year. The operation of and recommendation made by this board shall be subject to the provisions of Sections 5(a) (3), 5(a) (4), 5(b) 5(a) (6) 5(a) (7) 5(a)8 and 5(c) of Republic Act No. 291. Said board shall also be empowered to defer for promotion any officer whom the board deems is not fully qualified for promotion, notwithstanding his completion of the service-in-grade requirements prescribed in paragraphs (a), (b), and (c) of this Section. Whenever any officer is thus deferred, the provisions of sections 7(e) and 7(f) of Republic Act No. 291 shall apply:

(h) For purposes of promotion in academic rank and in commissioned grade, satisfactory service rendered in the grade of at least O-3 as a member of the academic faculty of the Philippine Military Academy shall be credited as service rendered in the Corps of Professors; Provided, that the amount of service that may thus be credited shall not exceed four years.

SECTION 10. Any member of the Corps of Professors who shall demonstrate an outstanding performance in any field of activity of the academic faculty of the Philippine Military Academy may be temporarily promoted, upon the recommendation of the Dean of the Corps of Professors, through the Superintendent, irrespective of his length of service in grade, to the next higher military grade without vacating his permanent grade: Provided, That this temporary promotion shall not result in exceeding the maximum military grade for his academic rank.

SECTION 11. Except as herein before provided, members of the Corps of Professors shall be given the same pay, allowances, rights to retirement, privileges, and the like to which regular officers are entitled. Associate professors and assistant professors who are not advanced in academic ranks shall be separated from the service without prejudice to separation or retirement benefits provided for in Republic Act No. 340.

SECTION 12. In times of war or at any time the President of the Philippines may declare a national emergency, any member of the Corps of Professors whose services shall be needed to carry out the mission of the Armed Forces may be detailed with such arms or services where he is best qualified at the discretion of the President. In case the situation would not warrant the continuous operation of the Philippine Military Academy, all members of the Corps of Professors shall be detailed to such arms and services where they are best qualified: Provided, that no transfers of members of the Corps of Professors to any other arm, branch, service or promotion list shall be permitted.

Executive Orders Nos. 361 and 643 dated August 6, 1941, and November 21, 1953 respectively, are hereby revoked.

Done in the City of Manila, this 13th day of February, in the year of our Lord, nineteen hundred and fifty-seven, and of the Independence of the Philippines, the eleventh.

SGD RAMON MAGSAYSAY
President of the Philippines

APPENDIX B. 1971 EO 237 REVISION COMMITTEE

Colonel Vicente M. Gimenez PROF
Colonel Jose Syjuco PA
Colonel Mario Espina PA
Sub-committee Chairmen

1. *Limit the tenure of office of the Dean, Corps of professors to four (4) years.* The limitation of the tenure of office of the Dean, Corps of Professors, to four years will create a vacancy in the position every four years or less, giving the other professors the inducement to work harder for that job. It may also create a vacancy in the position of Head of the Academic Departments should a Department Head be appointed as Dean. This will motivate the professors to aspire for the higher positions. Furthermore, since the deanship is the highest position in the Corps of Professors, the Dean will have sufficient motivation to work harder due to his limited tenure. Four years in office is deemed sufficient for the Dean to render the best of his service effectively.
2. *Minimum requirement of bachelor's degree for initial appointment to Assistant Professorship.* Executive Order 237 is silent on the academic requirement for initial appointment as assistant professor. To insure that no non-college graduate will be initially appointed in the Corps, this provision is proposed.
3. *Utilization of members of the Corps of Professors in research activities.* Restricting the members of the Corps of Professors to PMA duties is wasteful of talents. Engaging in research activities outside the PMA will not only enhance the professionalism of the officer but will also be beneficial to the country and the Armed Forces. Besides, this will add prestige to the PMA.
4. *Providing for direct appointment of civilians in the Corps of Professors.* Executive Order 237 is silent on this matter. The proposal explicitly provides for this and sets some criteria.
5. *Providing for only one Board of Officers to recommend promotions in academic rank and military grade.* It is believed that the existence of two separate promotion boards is unwieldy; it also causes administrative delay. With only one board to consider promotion in academic rank and military grade, the overall qualification and potential of each officers can be assessed fully. Incidentally, this board will recommend promotions in military grade up to O-5 only. Promotion to the grade of O-6 shall be recommended by the Board of Generals.

6. *Completion of provision for automatic promotion of members who are above a promoted officer in the lineal roster.* EO 237 provides that "when an officer in any grade is promoted to the next higher grade, ... all officers of the same grade and the same academic rank who are senior to such officer, ... shall also be promoted to the next higher grade, together with such officer...." We believe that this provision does not promote efficiency in the Corps of Professors; on the contrary, it induces inertia and, stagnation. An officer may just as well coast along and wait for an officer below him in the roster to get promoted.

7. *Reduction of time-in-grade requirements for promotion in military grade.* The present executive order provides for time-in-grade requirements of five years, seven years, and eight years, for promotion O-4, O-5, and O-6, respectively. These requirements are too long, especially when promotions in other services can be effected after only one year in the grade as provided for in RA 291.

APPENDIX C. 1975 EO 237 REVISION COMMITTEE

Colonel Cesar P Pobre PROF - Chairman
Lieutenant Colonel Augusto V Reyes PROF
Lieutenant Colonel Benjamin Nicolas PROF
Major Maximino M Bejar JR. PROF
Major Juanito R Rimando JR PROF
Lieutenant Junior Grade Guillermo Rayno PN

MALACANANG

Manila

PRESIDENTIAL DECREE NO. _____

PRESCRIBING THE CREATION OF THE CORPS OF PROFESSORS AS A SEPARATE SERVICE OF THE ARMED FORCES OF THE PHILIPPINES AND THE RULES AND REGULATIONS COVERING IT.

WHEREAS, it is important that there be a body of qualified and important commissioned officer to minister to the academic, instructional, and other requirements of units/branches/ agencies under the Department of National Defense:

WHEREAS, it is necessary to enhance and keep at a high level the efficiency of this body by affording opportunities for further individual professional development and providing safeguards and incentives for its members;

WHEREAS, it is likewise necessary to establish rule and regulations to ensure effective and optimum utilization of its members;

NOW, THEREFORE, I, FERDINAND E. MARCOS, President of the Philippines, by virtue of the powers vested in me by the Constitution of the Philippines, and pursuant to Proclamation No. 1081 dated September 22, 1972, as amended, do hereby order and decree the creation of the Corps of Professors as a separate service of the Armed Forces of the Philippines and the promulgation of rules and regulations governing it.

SECTION 1. There shall be a separate service of the Armed Forces of the Philippines to be called the Corps of Professors of the Armed Forces of the Philippines to provide for the professorial, instructorial, and other requirements of the various units, branches, or agencies of the Armed Forces of the Philippines and the Department of National Defense.

SECTION 2. The Corps of Professors shall be included in the budget of the Armed Forces of the Philippines with a separate allocation of funds.

SECTION 3. The members of the Corps of Professors shall be appointed as regular officers in a separate promotion list to be known as the Corps of Professors Seniority List and Lineal Roster. They shall be in addition to the number of commissioned officers authorized for the Regular Force, and their full complement shall be as determined by the Secretary of National Defense.

SECTION 4. The head of the Corps of Professors shall be the Dean, Corps of Professors. He shall be appointed by the President upon the recommendation of the Chief of Staff, Armed Forces of the Philippines with the concurrence of the Secretary of National Defense. He shall have the military rank of Brigadier General or higher and be selected from among the members of the Corps of Professors on the basis of academic qualifications, leadership experience, and seniority.

SECTION 5. The Dean, Corps of Professors, shall be directly responsible to the Chief of Staff, Armed forces of the Philippines for the management, operations and other matters pertaining to the Corps of Professors, including the following:

- a. Setting of professorial standards for members of the Corps of Professors;
- b. Recommending guidelines, policies, rules and regulations for the curricular, instructional, and other related needs of training units and educational institutes under the Department of National Defense;
- c. Recommending members of the Corps of Professors for assignment to or transfer from training units and educational institutions of the military establishments appropriate; and for military or academic studies in local or foreign service schools or educational institution in accordance with a career development program to be formulated by the Chief of Staff, Armed forces of the Philippines;
- d. Preparing and submitting all actions concerning the Corps of Professors, including facilities, equipment, supplies, tables of organization, and civilian employees to include their appointment, classification, and promotion.

SECTION 6. Members of the Corps of Professors assigned to any unit, agency, or instrumentality, shall be designated to such positions and/or offices therein as shall be commensurate to their rank, seniority, and other qualifications. The most senior, if he himself is not the President, Commandant, Superintendent,

or Commanding Officer of such unit/institution, shall be responsible to the head thereof for all its academic and instructional affairs and other related matters .

SECTION 7. The Corps of Professors Seniority List and Lineal Roster shall be established in accordance with the following:

a. The names of all officers of the Corps of Professors shall be carried in the list, which shall establish permanently the relative seniority of such officers, subject to the exception provided for in pertinent sections of this decree; Provided, that the current Promotion List of the Corps of Professors, Philippine Military Academy, shall be the basis of all subsequent lists;

b. The names of all officers in the List shall be arranged by grade. Among officers of the same grade, the officer whose name appears second in the list shall be senior next below the first, and so on down the list;

c. The relative seniority of officers hereafter appointed to the Corps of Professors shall be as provided for in section 8 of this Decree;

d. The Chief of Staff, Armed Forces of the Philippines, shall cause changes occasioned by separation, appointments, promotions, loss of rank by action of court martial, and all other changes due to operation of law or regulations, to be entered in the approved Corps of Professors Seniority List and Lineal Roster. This list as corrected shall be published at least once a year.

Section 8. The initial appointment of members of the Corps of professors shall be made in accordance with the following;

a. A commissioned officer of the Armed Forces of the Philippines upon his own application, may be appointed to the Corps of Professors in such commissioned grade as hereinafter provided:

(1) A commissioned officer with at least a bachelor's degree from an accredited school shall be appointed to the grade of First Lieutenant or in the grade he held at the time of his appointment, whichever is higher.

(2) A commissioned officer with at least one year time-in-grade as First Lieutenant and at least a master's degree from an accredited school, shall be appointed to the grade of captain or in his present grade, whichever is higher;

(3) A commissioned officer with at least one year time-in-grade as Captain and a doctoral degree from an accredited school, shall be appointed to the grade of Major or in his present grade, whichever is higher;

(4) A commissioned officer with at least one year time-in-grade as Major and a doctoral degree from an accredited school shall be appointed to the grade of Lieutenant Colonel;

(5) A commissioned officer with at least one year time-in-grade as Lieutenant Colonel and a doctoral degree from an accredited school shall be appointed to the grade of Colonel;

b. Any citizen other than a commissioned officer of the Armed Forces of the Philippines may be appointed to the Corps of Professors upon his own application, provided that he possesses the following:

(1) If holder of a Master of Arts degree (or equivalent) he should not be less than 27 nor more than 38 years of age at the time of application;

(2) If holder of a Doctoral degree (or equivalent) he should not be less than 32 nor more than 42 years of age at the time of application;

(3) Teaching experience in the tertiary level for at least two years in the field of study (or related) for which he is applying;

(4) Such other qualifications as the Screening Committee may prescribe.

c. Qualified applicants under Paragraph b(1) and b(2) shall be initially appointed in such rank as recommended by the Screening Committee but shall not be higher than Captain and Major, respectively.

d. All appointments to the Corps of Professors shall be recommended by a Screening committee composed of the Dean as chairman and six (6) senior members of the Corps of Professors appointed by the Secretary of National Defense for a tenure of one year.

SECTION 9. The relative seniority of officers appointed in the Corps of Professors shall be as follows:

a. In officer appointed in a grade higher than the commissioned grade he held at the time of his appointment shall be placed below the most junior officer of the grade to which he is appointed;

b. An officer appointed to the same commissioned grade he held at the time of appointment, shall be placed immediately below the most junior officer of that grade who has the same or longer accumulated service-in-grade. Service-in-grade, referred to herein shall be construed to mean the sum of the active service in such permanent grade;

c. The relative seniority of officers appointed to the same commissioned grade on the same date shall be determined according to pertinent decrees, laws, rule, regulations, circulars, and policies governing the seniority of officers of the Armed Forces of the Philippines in general;

d. A person appointed to the Corps of Professors who is not a commissioned officer shall be placed below the most junior officer of the grade to which he is appointed;

e. When two or more persons who are not commissioned officers are appointed to the same military grade on the same date, they shall be placed below the most junior officer of the grade to which they are appointed, and their relative seniority shall be recommended by the Screening Committee.

SECTION 10. Members of the Corps of Professors shall be promoted in accordance with the following:

a. All promotions shall be in accordance with the provisions of pertinent decrees, laws, regulations, and circulars governing military promotion in general; Provided, that the Secretary of National Defense shall determine vacancies in the several grades of the Corps of Professors, which shall be in addition to the vacancies by grades authorized for the Regular Force of the Armed Forces of the Philippines;

b. Promotion to the grades of Major and Lieutenant Colonel shall be recommended by a Promotion Board composed of at least five (5) officers from the Corps of Professors who shall be appointed by the Secretary of National Defense for a term of one (1) year. The procedure and recommendation of the Board shall be subject to the provisions of Sections 5 a(3), 5a(6), 5a(8) , and 5c, of Republic Act No 291. It shall be authorized to defer the elevation in rank of any officer whom it deems not fully qualified for promotion. Whenever any officer is thus deferred, the provision of Section 7e and 7f of Republic Act No 291 shall apply;

c. Promotion to the rank of Colonel or higher shall be in accordance with pertinent provisions of existing decrees, rules, regulations and circulars.

SECTION 11. Any member of the Corps of Professors who shall demonstrate an outstanding performance in any fields of activity may be temporarily promoted to the next higher military grade upon the recommendation of the Dean and/or the Commander of the training unit or educational institution in which he is assigned, irrespective of service-in grade.

SECTION 12. Members of the Corps of Professors shall be entitled to the following:

a. Such pay, allowances, rights, privileges, and the like as are accruing to other regular officers of the Armed Forces of the Philippines according to existing decrees, laws, rules, regulations, and circulars;

b. A subsidiary pay of not less three hundred pesos (P300.00) a month for each member irrespective of rank.

SECTION 13. Members of the Corps of Professors shall be assigned by the Chief of Staff, Armed Forces of the Philippines, upon the recommendation of the Dean, only to training units and staffs, educational institutions, or agencies or entities under the Department of National Defense, except in the following cases:

a. When assigned as exchange in other educational institutions outside of the Defense Establishment, private or public, domestic or foreign;

b. When detailed to undertake academic studies, research, schooling, or any other activities connected with their functions as members of the Corps of Professors; and

c. As the President may direct.

Executive Order No. 237 dated February 13, 1957, is hereby revoked.

Done in the city of Manila, this _____ day of _____ in the year of our Lord, Nineteen Hundred and Seventy Five.

FERDINAND E. MARCOS
President

APPENDIX D. 1980 EO 237 REVISION COMMITTEE

Colonel Augusto V Reyes PROF
Lieutenant Colonel Maximino M Bejar PROF
Major Abraham D Estavillo PROF
Major Juan S Gonzales Jr PROF
Major Armando P Castro PROF
Capt Rolando M Espino PA

CREATING THE CORPS OF PROFESSORS OF THE ARMED FORCES OF THE PHILIPPINES AND PROVIDING RULES AND REGULATIONS GOVERNING THE APPOINTMENT, SENIORITY, PROMOTION, UTILIZATION, PAY AND ALLOWANCES, TERMINATION OF MEMBERS THEREOF.

By virtue of the powers vested in me be Section 22(c) of the National Defense Act, I, Ferdinand E. Marcos, President of the Republic of Philippines do hereby create the Corps of Professors Armed Forces of the Philippines, and prescribe the following rules and regulations governing the appointment, seniority, promotion, pay and allowances, and termination of members thereof.

SECTION 1. There shall be a Corps of Professors in the Armed Forces of the Philippines, the members of which shall be appointed as regular officers and carried in a separate promotion list to be known as the Corps of Professors Promotion List. The members of the Corps of Professors shall be in addition to the authorized number of commissioned officers by grade authorized for the Regular Force as prescribed in Section 3 of Republic Act No. 291.

SECTION 2. As used in this order, the following definitions shall apply:

(a) Grade - any of the various gradations of commissioned officers. Unless otherwise qualified, the word "grade" shall refer to permanent grade..

(b) Symbols - the symbols for the various commissioned grades in the Corps of Professors shall be as follows:

O-6	-	Colonel
O-5	-	Lieutenant
O-4	-	Major
O-3	-	Captain
O-2	-	First Lieutenant

SECTION 3. The Corps of Professors (Military) Promotion List shall be established in accordance with the following:

(a) The names of all officers of the Corps of Professors shall be carried in this list which shall establish permanently the relative seniority of such officers. Provided that the Corps of Professors Promotion List as of this date shall be the basis of all subsequent lists.

(b) The names of all officers in this list shall be arranged in the following order: First, O-6; second O-5, third, O-4; fourth, O-3; and fifth, O-2. Among officers of the same grade, the officer whose name appears second on the list shall be senior next below the first and so on down the list.

(c) Officers hereafter appointed in the Corps of Professors promotion list shall be inserted therein as provided for in Section 6 of this order.

(d) The academic ranks shall also be indicated opposite the respective names of the officers in the list.

(e) The Chief of Staff, AFP shall cause all changes occasioned by separations, appointments, promotion, loss of rank by action of court-martial, and all other changes due to operation of law or regulations to be entered on the approved Corps of Professors Promotion List; and, as corrected, this list shall be accordingly published to the Armed Forces at least once a year.

SECTION 4. The academic ranks of the members of the Corps of Professors shall be, in ascending order, Assistant Professors I, Assistant Professors II, Assistant Professor III, Associate Professors I, Associate Professor II, Associate Professor III, and Professor; Provided that members of the Corps of Professors currently occupying the ranks of Assistant Professor and Associate Professors shall upon effectivity of this order occupy the ranks of Assistant II and Associate Professor II respectively.,

SECTION 5. The initial appointment of members of the Corps of Professors shall be made in accordance with the following:

(a) A Commissioned officer of the Armed Forces of the Philippines, upon his own application shall be appointed to the corps of Professors in such commissioned grade as hereinafter provided.

(1) A commissioned officer with a Bachelor's Degree from an accredited school, shall be appointed to the grade of First Lieutenant, or the grade he held at the time of his appointment, whichever is higher.

(2) A commissioned officer with a master degree from an accredited school shall be appointed to the grade of Captain or his present grade whichever is higher.

(3) A commissioned officer with a Doctorate from an accredited

school shall be appointed to the grade of Major or his present grade whichever is higher.

(b) Any applicant, other than a commissioned officer of the Armed forces of the Philippines, may be appointed to the Corps of Professors, upon his own application subject to the following conditions ;

(1) An applicant with a Bachelor's degree from an accredited school shall be appointed to the initial grade of First Lieutenant.

(2) An applicant with a Masters Degree from an accredited school shall be appointed to the initial grade of Major.

(c) The initial academic rank of any applicant the Corps of Professors shall be made accordance with the following provisions:

(1) A Baccalaureate holder - Assistant Professor I

(2) A Master's Degree Holder - Associate Professor I

(3) Doctorate Degree Holder - Associate Professor II

(d) The President of the Philippines shall appoint applicants to the Corps of Professors upon recommendation of a screening committee composed of five senior members of the Corps of Professors, appointed by the Dean, Corps of Professors.

SECTION 6. The relative seniority of officers appointed in the Corps of Professors shall be as follows:

(a) An officer appointed in a grade higher than the commissioned grade he held at the time of appointment shall be placed below the most junior officer of the grade to which he is appointed.

(b) An officer appointed in the same commissioned grade he held at the time of appointment shall be placed immediately below the most junior officer of that grade who has the same or longer accumulated service in such grade; Provided, that the accumulated service in grade referred herein shall be construed to mean the sum total of the active service rendered in such grade.

(c) A person, other than a commissioned officer shall be placed below the most junior officer of the grade to which he is appointed.

(d) When two or more persons, other than commissioned officers, are appointed to the same military grade on the same date, they shall be placed below the most junior officer of the grade to which they are appointed and their relative seniority shall be as recommended by the screening committee.

SECTION 7. The Dean, Corps of Professors shall be designated by the Chief of Staff, AFP from among the members of the Corps of Professors on the basis of Academic qualification, leadership, scholastic performances and seniority. He shall have a tenure of office of four years, unless extended.

SECTION 8. The Head Academic Group and head for each department of Instruction of the service academies of the Armed Forces of the Philippines shall be designated by the Chief of Staff, AFP, upon recommendation by the Dean, Corps of Professors from among the members of the Corps of Professors on the basis of Academic qualifications, leadership, scholastic performance and seniority.

SECTION 9. Members of the Corps of Professors shall be promoted in military grade and academic rank in accordance with the following:

a) Military Promotion

1) Officers in the grade of O-2 shall be promoted to the grade of O-3 within four years of active commissioned service from the date of appointment to the grade of O-2 provided that they have served at least two years in the grade of O-2.

2) Officers in the grade of O-3 shall be promoted to the grade of O-4 within six years of active commissioned service from the date of promotion to the grade of O-3 provided that they have served at least three years in the grade of O-3.

3) Officers in the grade of O-4 shall be promoted to the grade of O-5 within seven years of active commissioned service from the date of promotion to the grade of O-4 provide that they have served at least three years in the grade of O-4.

4) Promotions to the grades of O-3, O-4, and O-5 shall be recommended by a promotion board composed of at least five officers, and shall be appointed by the Minister of National Defense for a term of one year. The operations of and recommendations made by this board shall be subject to the provisions of section 5(a), (3), 5(c), (4), 5(a), (6), 5(a) (8) and 5(c) of Republic Act No 291. Said board shall also be empowered to defer the promotion of any officer whom it deems not fully qualified for promotion. Whenever any officer is thus deferred, the provisions of Section 7(e) and 7(f) of Republic Act 291 shall apply.

5) The Minister of National Defense shall recommend to the President of the Philippines from among the officers of the Corps of Professors holding permanent grade of O-5, those who in his opinion have demonstrated their capability for holding the next higher grade and are best qualified to hold the grades of Colonel. Provided that officers in the grades of O-5, shall be promoted to the grade of O-6, within seven years of active commissioned service from the date of promotion to the grade of O-5; provided further that an officer must have completed at least one year of active commissioned service in the permanent grade of O-5

before being eligible for promotion to colonel as provided for in Section 8, RA 291.

6) When an officer in any grade is promoted to the next higher grade under the provisions of Sec. 10 (a1), 10 (a2), 10 (a3), 10(a) of this Executive Order, all officers of the same grade who are senior to such officer shall be also promoted to the next higher grade if found qualified therefore by the Corps of Professors Promotion Board.

7) Officers in the Corps of Professors who shall not be promoted in grade within the periods specified in paragraphs a(1), a(2), a(3) and a(4) of this section shall be separated from the service without prejudice to separation or retirement benefits provided for in pertinent decrees, laws, rules, regulations and circulars.

(b) Academic Promotions

1) Promotions in academic ranks shall be based on a set of weighted criteria to be prescribed by the Chief of Staff, Armed Forces of the Philippines, based on the following: Teaching, professional activities, academic achievements, administrative duties, co-curricular and extra-curricular work, and interview.

2) There shall be an academic promotion board to be appointed by the Chief of Staff, AFP which shall meet at least once annually to consider the eligibility of members of the Corps of Professors for promotion in Academic Rank and submit appropriate recommendation to the Chief of Staff, AFP. Said Board shall consist of the Dean, Corps of Professors as Chairman and four members of the Corps of Professors who are the most senior in Academic Rank in the Corps of Professors upon appointment by the Chief of Staff, AFP as recommended by the Dean, Corps of Professors. Recommendation for promotion shall be governed by paragraph b(1), of this section. Promotions in Academic Rank shall be approved by the Chief of Staff, AFP upon the recommendation of the board.

3) Members of the Corps of Professors who are not promoted from their present academic ranks to the next higher academic rank within five years, shall be separated from the service without prejudice to separation or retirement benefits provided for in pertinent decrees, laws, rules regulations, and circulars.

SECTION 10. Any member of the Corps of Professors who shall demonstrate outstanding performance in any field of activity may be temporarily promoted upon the recommendation of the Dean, irrespective of service in grade to the next higher military grade, without vacating his permanent grade.

SECTION 11. Members of the Corps of Professors shall be entitled to the following:

(a) Such pay, allowances, rights, privileges and the like that are due to other regular officers of the Armed Forces of the Philippines according to existing decrees, laws, rules, regulations and circulars.

(b) Additional pay on the basis of Academic Ranks as indicated:

Academic Rank	Additional Pay
Assistant Professor I	10% of the base pay
Assistant Professor II	12% of the base pay
Assistant Professor III	13% of the base pay
Associate Professor I	20% of the base pay
Associate Professor II	22% of the base pay
Associate Professor III	25% of the base pay
Professor	30% of the base pay

(c) Sabbatical Leave. Members of the Corps of Professors shall be entitled to a sabbatical leave of one year with such pay, allowances, rights, privileges, and the like that are due to other regular officers of the AFP according to existing decrees, laws, rules, regulations, and the circulars, every seventh year of continuous active teaching service within the Corps of Professors subject to the approval of the President.

SECTION 12. Retirement from the Armed Forces of the Philippines under this Executive Order is optional or compulsory, and the ages and periods of service for eligibility thereof shall be subject to existing laws, rules, and regulations governing the Armed Forces of the Philippines.

SECTION 13. Members of the Corps of Professors shall be assigned primarily to the following:

- (a) AFP Service Academies
- (b) AFP Staff, Defense colleges
- (c) Service Academies of countries maintaining exchange programs with AFP service Academies
- (d) As the President may direct.

Executive Order 237, dated February 13, 1957 is hereby revoked.

Done in the City of Manila this ____ day of ____ in the year of our LORD, nineteen hundred ad eighty one.

FERDINAND E MARCOS
PRESIDENT
Republic of the Philippines

APPENDIX E. 1986 EO 237 REVISION COMMITTEE

Col Maximino M Bejar PROF - Chairman
Lieutenant Colonel Abraham D Estavillo PROF
Lieutenant Colonel Juan S Gonzales PROF
Lieutenant Colonel Armando P Castro PROF
Major Rolando M Espino PROF
Capt Servillano C Guadiz PROF

EXECUTIVE ORDER NO. __

CREATING THE CORPS OF PROFESSORS OF THE NEW ARMED FORCES OF THE PHILIPPINES AND PROVIDING RULES AND REGULATION GOVERNING THE APPOINTMENT, SENIORITY, PROMOTION, UTILIZATION, PAY AND ALLOWANCES, AND TERMINATION OF MEMBERS THEREOF.

By virtue of the powers vested in me by section 22(c) of the National Defense Act, as amended, and section 4(c) of Republic Act No. 291, I, Corazon C. Aquino, President of the Philippines do hereby create the Corps of Professors, New Armed Forces of the Philippines, and prescribe the following rules and regulations governing the appointment, seniority, promotion, pay and allowances, and termination of members thereof.

SECTION 1. There shall be a Corps of Professors in the New Armed Forces of the Philippines, the members of which shall be appointed as regular officers and carried in a separate promotion list to be known as the Corps of Professors Promotion List. The members of the Corps of Professors shall be in addition to the authorized number of commissioned officers by grade authorized for the Regular Force as prescribed in Section 3 of the Republic Act No. 291.

SECTION 2. As used in this order, the following definitions shall apply:

(a) Grade - Any of the various gradations of commissioned officers. Unless otherwise qualified, the word "grade" shall refer to permanent grade.

(b) Seniority - The relative position of officers as indicated in the Corps of Professors Promotion lists.

(c) Symbols - The symbols for the various commissioned grades in the Corps of Professors which shall be as follows:

O-7	-	Brigadier General
O-6	-	Colonel
O-5	-	Lieutenant Colonel

O-4	-	Major
O-3	-	Captain
O-2	-	First Lieutenant

SECTION 3. The Corps of Professors Military Promotion List shall be established in accordance with the following:

(a) The names of all officers of the Corps of Professor shall be carried in this list which shall establish permanently the relative seniority of such officers subject to the exception provided for in section six (6) hereof; Provided that the Corps of Professors Promotion List as of this date shall be the basis of all subsequent lists.

(b) The names of all officers in this list shall be arranged in the following order: First, O-6; second, O-5; third, O-4; fourth O-3; and fifth, O-2. Among officers of the same grade, the officer whose name appears second on the list shall be senior next below the first, and so on down the list.

(c) Officers hereafter appointed in the Corps of Professors promotion list shall be inserted therein as provided for in section 6 of this order.

(d) The academic ranks shall also be indicated opposite the respective names of the officers in the list.

(e) The Chief of Staff, NAFP shall cause all changes occasioned by separations, appointments, promotions, loss of rank by action of court-martial, and all other changes due to operation of law or regulations to be entered on the approved Corps of Professors Promotion List; and, as corrected, this list shall be accordingly published to the New Armed Forces of the Philippines at least once a year.

SECTION 4. The academic ranks of the members of the Corps of Professors shall be in ascending order, Assistant Professor I, Assistant Professor II, Assistant Professor III, Associate Professor I, Associate Professor II < Associate Professor II, and Professor; Provided that the members of the Corps of Professors shall upon effectivity of this order occupy the ranks of Assistant Professor II and Associate Professor II respectively.

SECTION 5. The initial appointment of members of the Corps of Professors shall be made in accordance with the following:

(a) A commissioned officer of the New Armed Forces of the Philippines upon his own application shall be appointed to the Corps of Professors

in such commissioned grade as hereinafter provided.

(1) A commissioned officer with a Bachelor's Degree from an accredited school, shall be appointed to the grade of Captain, or the grade he held at the time of his appointment, whichever is higher. Provided that he must have at least three (3) years of continuous active commissioned service.

(2) A commissioned officer with a masters degree from an accredited school shall be appointed to the grade of Major or his present grade whichever is higher, provided that he must have at least (7) years of continuous active commissioned service.

(3) A commissioned officer with a Doctorate from an accredited school shall be appointed to the grade of Lieutenant Colonel or his present grade whichever is higher. Provided, that he must have at least twelve (12) years of continuous active commissioned service.

(b) Any applicant, other than a commissioned officer of the New Armed Forces of the Philippines, may be appointed to the Corps of Professors upon his own application subject to the following conditions:

(1) An applicant with a Bachelor's degree from an accredited school shall be appointed to the initial grade of First Lieutenant.

(2) An applicant with a Master's Degree from an accredited school shall be appointed to the initial grade of Captain.

(3) An applicant with a Doctorate from an accredited school shall be appointed to the initial grade of Major.

c) The initial academic rank of any applicant to the Corps of Professors shall be made in accordance with the following provisions:

(1) A Baccalaureate Degree holder - Assistant Professor I

(2) A Masters Degree holder - Assistant Professor II

(3) Doctorate Degree Holder - Associate Professor I

(d) The President of the Philippines shall appoint applicants to the Corps of Professors upon recommendation of a screening committee composed of five senior members of the Corps of Professors, appointed by the Dean, Corps of Professors.

SECTION 6. The relative seniority of officers appointed in the Corps of Professors shall be as follows:

(a) An officer appointed in a grade higher than the commissioned grade he held at the time of appointment shall be placed below the most junior officer of the grade to which he is appointed.

(b) An officer appointed in the same commissioned grade he held at the time of appointment shall be placed immediately below the most junior officer of that grade who has the same or longer accumulated service in such grade; Provided, that the accumulated service in grade referred to herein shall be construed to mean the sum total of the active service rendered in such grade.

(c) A person, other than a commissioned officer shall be placed below the most junior of the grade of which he is appointed.

(d) When two or more persons, other than commissioned officers, are appointed to the same military grade on the same date, they shall be placed below the most junior of the grade to which they are appointed and their relative seniority shall be as recommended by the screening committee.

SECTION 7. The Dean, Corps of Professors shall be designated by the Chief of Staff, NAFP from among the members of the Corps of Professors on the basis of Academic qualifications, leadership, scholastic performance, and seniority. He shall be made the most senior in military grade to all members of the Corps of Professors. He shall have a tenure of office of four years, unless extended or terminated.

SECTION 8. The Head Academic Group and Head for each department of instruction of the service academies of the New Armed Forces of the Philippines shall be designated by the Chief of Staff, NAFP, upon recommendation by the Dean, Corps of Professors from among the members of the Corps of Professors on the basis of Academic qualifications, leadership, scholastic performance and seniority.

SECTION 9. Members of the Corps of Professors shall be promoted in military grade and academic rank in accordance with the following:

(a) Military Promotion

(1) Officers in the grade of O-2 shall be promoted to the grade of O-3 within four years of active commissioned service from the date of promotion / appointment to the grade of O-2 provided that they have served at least two years in the grade of O-2.

(2) Officers in the grade O-3 shall be promoted to the grade of O-4 within six years of active commissioned service from the date of promotion / appointment to the grade of O-3 provided that they have served at least three years in the grade of O-3.

(3) Officers in the grade of O-4 shall be promoted to the grade of O-5 within seven years of active commissioned service from the date of promotion / appointment to the grade of O-4 provided that they have served at least

three years in the grade of O-4.

(4) Promotion to the grade of O-3, O-4, and O-5 shall be recommended by a promotion board composed of at least five officers, and who shall be appointed by the Minister of National Defense for a term of one year. The operation of and recommendations made by this board shall be subject to the provisions of Republic Act No. 291. Said board shall also be empowered to defer the promotion of any officer whom it deems not fully qualified for promotion. Whenever any officer is thus deferred, the provisions of section 7(e) and 7(f) of Republic Act 291 shall apply.

(5) The Minister of National Defense shall recommend to the President of the Philippines from among the officers of the Corps of Professor holding the permanent grade of O-5 and O-6 those who, in his opinion, have demonstrated their capability for holding the next higher grade and are best qualified to hold the grade of Colonel and Brigadier General, respectively; Provided that officers in the grade of O-5 shall be promoted to the grade of O-6 within seven years of active commissioned service from the date of promotion to the grade of O-5; Provided, further that an officer must have completed at least one year of active commissioned service in the permanent grade of O-5 or O-6 before being eligible for promotion to Colonel or Brigadier General, respectively. Provided for in other existing regulations governing promotions to such ranks, he must have attained the academic rank of Professor.

(6) When an officer in any grade is promoted to the next higher grade under the provisions of paragraphs a-1, a-2, a-3 and a-4 of this section, all officers of the same grade who are senior to such officer shall also be promoted to the next higher grade if found qualified thereof by the Corps of Professors promotion Board.

(7) Officers in the Corps of Professors who shall not be promoted in grade within the period specified in paragraphs a-1, a-2, a-3 and a-4 of this sections shall be separated from the service without prejudice to separation or retirement benefits provided for in pertinent decrees, laws, regulations and circular.

(b) Academic Promotions

(1) Promotions in academic ranks shall be based on a set of weighted criteria to be prescribed by the Chief of Staff, New Armed Forces of the Philippines, based on the following: Teaching, professional activities, academic achievements, administrative duties, co-curricular and extra-curricular work, and interview.

(2) There shall be an Academic Promotion Board to be appointed by the Chief of Staff, NAFP, which shall meet at least once annually to consider the eligibility of members of the Corps of Professors for promotion in Academic Ranks and to submit appropriate recommendations to the Chief of Staff, NAFP. Said Board shall consist of the Dean, Corps of Professors as Chairman and

four members from the Corps of Professors who are most senior in academic rank. Vacancies in membership shall be filled by the next most senior in Academic Rank in the Corps of Professors upon appointment by the Chief of Staff, NAFP as recommended by the Dean, Corps of Professors. Recommendation for promotion shall be governed by paragraph b(1), of this section. Promotions in Academic Rank shall be approved by the Chief of Staff, NAFP upon the recommendation of the board.

(3) Members of the Corps of Professors who are not promoted from their present academic ranks to the next higher academic rank within five years, shall be separated from the service without prejudice to separation or retirement benefits provided for in pertinent decrees, laws, rules, regulations and circulars.

SECTION 10. Any member of the Corps of Professors who shall demonstrate outstanding performance in any field of activity may be temporarily promoted upon the recommendation of the Dean, irrespective of service in grade to the next higher military grade, without vacating his permanent grade.

SECTION 11. Members of the Corps of Professors shall be entitled to the following:

a) Such pay, allowances, rights, privileges and the like that are due to other regular officers of the New Armed Forces of the Philippines according to existing decrees, laws, rules regulations and circulars.

b) Additional pay on the basis of Academic Ranks as indicated.

Academic Rank	Additional Pay
Assistant Professor I	20% of the base pay
Assistant Professor II	25% of the base pay
Assistant Professor III	30% of the base pay
Associate Professor I	35% of the base pay
Associate Professor II	40% of the base pay
Associate Professor III	45% of the base pay
Professor	50% of the base pay

c) **Sabbatical Leave.** Members of the Corps of Professor shall be entitled to a sabbatical leave of one year with such pay, allowances, rights, privileges and the like that are due to other regular officer of the NAFP according to existing decrees, laws, rules, regulations, and circulars, every seventh year of continuous active teaching service with the Corps of Professors subject to the approval of the President .

SECTION 12. Retirement from the New Armed Forces of the Philippines under this decree is optional or compulsory, and the ages and periods of service for eligibility thereof shall be subject to existing laws, rules and regulations governing the NAFP.

SECTION 13. Members of the Corps of Professors shall be assigned primarily to the following:

- (a) NAFP service academic
- (b) NAFP Staff and Defense Colleges
- (c) Service Academies of countries maintaining exchange professor programs with NAFP service academies.
- (d) As the President may direct.

Executive Order 237, dated February 13, 1957, is hereby revoked.

Done in the city of Manila this ____ day of ____ in the year of our Lord, Nineteen hundred an eighty six.

CORAZON C AQUINO
PRESIDENT
Republic of the Philippines

APPENDIX F. 1990 EO 237 REVISION COMMITTEE

Lieutenant Colonel Carlos Canilao PROF - Chairman
Major Robert Lee PROF
Captain Armando Castro PROF
Captain Eduardo Buliyat PROF
Captain Edgardo Adajar PROF
Captain Godofredo Utanes PROF
Lieutenant Senior Grade Michael Morales PN
Captain Raul Tangco PROF

MALACANANG
OFFICE OF THE PRESIDENT
REPUBLIC OF THE PHILIPPINES
MANILA

BY THE PRESIDENT OF THE PHILIPPINES
EXECUTIVE ORDER _____

Amending Executive Order Number 237 dated 10 April 1957

WHEREAS, Executive Order Number 237 prescribes rules and regulations governing the seniority, appointment, promotion, attrition, and utilization, in time of emergency of officers of the Corps of Professors, Philippine Military Academy, has not been amended since 13 February 1957;

WHEREAS, it is necessary to amend it to make the Corps of Professors more relevant and responsive to the needs of the Philippine Military Academy and the Armed Forces of the Philippines;

WHEREAS, it is necessary to upgrade the effectiveness and prestige of the Corps of Professor by establishing a career pattern for its member and by attracting more scholars, both military and civilians, into its ranks;

WHEREAS, it is necessary to enhance the efficiency of the Corps of Professors by providing safeguards and incentives for its members;

WHEREAS, there is a felt-need to strengthen the Corps of Professors, in line with the over-all efforts to professionalize all components of the Armed Forces of the Philippines;

NOW, THEREFORE, I, CORAZON C AQUINO, President of the Philippines by virtue of the powers vested in me by section 22(c) of the National Defense Act, as amended and section 4(c) of Republic Act No. 291, do hereby amend Executive Order No. 237 and prescribe the following rules and regulations governing appointment, seniority, promotion, utilization separation, and pay and allowances of the members of the Corps of Professors, Armed Forces of the Philippines.

Section 1. There shall be a Corps of Professors, Armed Forces of the Philippines, the members of which shall be appointed as regular officers in a separate (Promotion List) Seniority and lineal List (SLL). The members of the Corps of Professor shall be in addition to the authorized number of commissioned officers by grade authorized for the Regular Force as Prescribed in Section 3c of Republic Act No 291.

Section 2. As used in this order, the following definitions shall apply:

a) Grade - Any of the various gradations of commissioned officers. Unless otherwise qualified, the word "grade" shall refer to permanent grade.

b) Seniority - The relative positions of officers as indicated in the Corps of Professors' Seniority and Lineal List.

c) The following symbols for the various commissioned grades are hereby established:

O7	-	BRIGADIER GENERAL
O6	-	COLONEL
O5	-	LT COLONEL
O4	-	MAJOR
O3	-	CAPTAIN
(O2	-	FIRST LIEUTENANT)
(O1	-	SECOND LIEUTENANT)

Section 3. The Corps of Professors (Promotion List) Seniority and Lineal List (SLL) shall be established in accordance with the following:

a) The names of all officers of the Corps of Professors shall be carried in this list which shall establish permanently the relative seniority of each officer, (subject to the exceptions provided for in Section 9(c) thereof) provided that the Corps of Professors (promotion list) SLL as of (Jan 10, 1954, as amended) this date shall be the basis of all subsequent lists that may be made in compliance with this order.

b) The names of all officers in this list shall be arranged by grade in the following order: First, O-7; Second, O-6; Third, O-5; Fourth, O-4; and Fifth, O-3. Among officers of the same grade, the officer whose name appears on the list shall be the senior; the officer whose name appears second the list shall be the senior next below the first; the officer whose name appeared third on the list shall be the senior one below the second, and so on throughout the list.

c) Officers hereafter appointed in the Corps of Professors' (promotion list) SLL shall be inserted therein as provided for in Section 8 of this Order.

d) The Academic ranks shall also be indicated opposite the respective names of the officers in the SLL.

e) The Chief of Staff, AFP, shall cause all changes occasioned by appointments, promotions, separations, loss of rank by action of court-martial, and all other changes due to operation of law or regulations to be entered on the approved Corps of Professors' (Promotion List) SLL, and as corrected, this list shall be published to the Armed Forces at least once a year.

Section 4. There shall be designated from among the members of the Corps of Professors the Dean of the Corps of Professors who shall be senior in academic rank and military grade to all members of the Corps of Professors. The academic ranks of the other members of the Corps of Professors shall be, in descending order; Professors, Associate Professor II; Associate Professors; Assistant Professor II; and Assistant Professor I.

Section 5. For each academic department of the Philippine Military Academy, a member of the Corps of Professors shall be designated the head thereof who shall be senior to all other member of the Corps of Professors in that Academic Department. For each course of instruction prescribed in the approved academic curriculum of all Philippine military academies, there (may be only one) shall be at least one member of the Corps of Professors appointed, which officer shall be designated as the Course Director thereof.

Section 6. The initial appointment of members of the Corps of Professors shall be made in accordance with the following.

a) A commissioned officer of the AFP, upon his own application shall be appointed to the Corps of Professors in such commissioned grade and academic rank as hereinafter provided:

1. A commissioned Company grade officer with a Doctorate Degree from any accredited school shall be appointed to the grade of MAJOR and

in the Academic Rank of Associate Professor II. In the case of a Major with a Doctorate Degree from any accredited school, he shall be appointed to the grade of LT COLONEL and in the Academic Rank of Associate Professor II; provided that he has at least one (1) year time in grade in his rank.

2. A commissioned company grade officer with a masters' degree from an accredited school shall be appointed to the grade of Captain and in the Academic Rank of Associate Professor I. In the case of a Major with a Master's Degree from an accredited school, he shall be appointed to the grade of MAJOR and in the Academic Rank of Associate Professor I.

3. A commissioned company grade officer with a Master's Degree from the PMA or other service academies shall be appointed to the grade of CAPTAIN and in the Academic Rank of Assistant Professor I; provided that he has passed a Professional Board or Bar Examination. In the case of a Major who has a Bachelor's Degree from PMA or other service academies he shall be appointed to the grade of Major in Academic Rank of Assistant Professor I, provided that he has passed a professional Board or Bar Examination.

b) A person other than a commissioned officer of the AFP, upon his own application shall be appointed to the Corps of Professors in such commissioned grade and academic rank as follows:

1. If he has a Master's Degree from any accredited school, he shall be appointed to the grade of Captain and in Academic Rank of Assistant Professor I.

2. If he has passed a Board of Bar examination, he shall be appointed to the grade of Captain and in Academic Rank of Assistant Professor I.

3. If he has a Doctorate Degree from an accredited school, he shall be appointed to the grade of MAJOR, and in the Academic Rank of Associate Professor II.

c) The President of the Philippines shall appoint applicants to the Corps of Professors upon the recommendation of a Screening Committee composed of seven (7) members with the Dean, Corps of Professors as Chairman and the heads of the academic departments as members.

Section 7. The relative seniority of officers appointed to the Corps of Professors shall be as follows:

a) An officer appointed to the Corps of Professors in a particular grade shall seek his relative seniority on the basis of his continuous active commissioned service vis-a-vis members who joined the Corps of Professors not as commissioned officers, the time in grade in a particular rank shall be considered.

b) A person other than a commissioned officer shall be placed below the most junior officer in the grade to which he is appointed.

c) When two or more persons other than commissioned officers are appointed to the same military grade on the same date, they shall be placed below the most junior officer in the grade to which they are appointed and their relative seniority shall be as recommended by the Screening Committee.

Section 8. Members of the Corps of Professors shall be promoted in Academic and Military ranks in accordance with the following:

a) Academic Promotion

(1) Promotion in academic rank shall be based on a set of weighted criteria to be prescribed by the Chief of Staff, AFP based on the following: teaching, professional activities and research works, academic achievements, co-curricular activities and interview.

(2) There shall be an academic promotion board to be appointed by the Chief of Staff, Armed Forces of the Philippines, which shall meet at least once a year to consider the eligibility of the members of the Corps of Professors for promotion in academic rank and to submit appropriate recommendations to the CS, AFP. Said board shall be composed of the Dean, Corps of Professors as Chairman; Deputy Chief of Staff for Education and Training (J8) , as co-Chairman and the respective Chiefs for Education and Training of the Philippine Army, Philippine Air Force, and the Philippine Navy, as members. Recommendation for promotions in Academic rank shall be approved by the CS, AFP upon recommendation of the board.

b) Military promotion

As far as practicable military promotions in the Corps of Professors shall follow the pertinent provisions of RA No. 291 as amended. Military promotions of members of the Corps of Professors shall depend largely on their academic promotion, but not solely on it. Members of the Corps of Professors shall comply with the AFP's military education and training requirements for promotion.

Section 9. Members of the Corps of Professor shall be entitled to the

following:

a) Such pay, allowances, rights and privileges, due to regular officer of the AFP according to existing laws, circulars, rules and regulations, except the instructor's duty pay.

b) Additional pay on the basis of their academic ranks as indicated hereunder:

ACADEMIC RANK	ACADEMIC PAY
Asst Professor I	30% of Base pay
Asst Professor II	35% of Base pay
Associate professor I	40% of Base pay
Associate professor II	45% of Base pay
Professor	50% of Base pay

c) Sabbatical Leave

Members of the Corps of Professor shall be entitled to one (1) sabbatical leave of one (1) year as Associate Professor and one (1) sabbatical leave as Professor with such pay, allowances, rights, privileges and the like that are due to regular officers of the AFP according to existing laws, circulars, rules and regulations except the IDP; provided that before the first sabbatical leave they must have served in the CP for at least seven (7) years and before the second sabbatical leave, they must have served or at least fourteen (14) years in the CP. For purposes of this provision, leaves due to schooling shall not be considered as interruptions of continuous service in the CP.

Section 10. Retirement for the Armed Forces of the Philippines under this order is optional or compulsory, and the ages period of service eligibility thereof shall be subject to existing laws, rule and regulations governing the AFP.

Section 11. Members of the Corps of Professors shall be assigned primarily to the Philippine Military Academy. They may likewise be assigned by the CS, AFP to GHQ, AFP Staff; the CGSC; the NDCP; or to the service academies of other countries maintaining exchange professor program with the PMA; or as the President may direct.

Section 12. Transitory Provisions:

a) This order shall not disturb the current Seniority and Lineal List of the Corps of Professors, except to rectify errors, if any, in the implementation of the old Executive Order No. 237.

b) Compliance with the AFP Military Education and Training requirements for promotion shall not apply to members of the Corps of Professors whose present grade or rank no longer require such military schooling and they shall be eligible to take the military schooling required for promotion to the next higher grade.

c) There shall be an ad hoc committee to be appointed by the Dean, Corps of Professors to formulate the implementing guidelines of this Order as soon as it is signed/approved. The Implementing Guidelines shall be ready within one month from the date of effectivity of this order.

Section 13. This order shall take effect upon approval by the President of the Philippines.

Section 14. All provisions of Executive Order No 237, dated 13 February 1957 which are inconsistent with this Order are hereby rescinded.

DONE IN THE CITY OF MANILA THIS _____ DAY OF JUNE, IN THE YEAR OF OUR LORD, NINETEEN HUNDRED AND NINETY ONE.

President
Republic of the Philippines

APPENDIX G. PROPOSED AMENDMENT TO EXECUTIVE ORDER 237

**MALACANANG
OFFICE OF THE PRESIDENT
REPUBLIC OF THE PHILIPPINES
MANILA**

**BY THE PRESIDENT OF THE PHILIPPINES
EXECUTIVE ORDER _____**

PRESCRIBING RULES AND REGULATIONS GOVERNING THE RECRUITMENT, SENIORITY, APPOINTMENT, PROMOTION, CAREER DEVELOPMENT, UTILIZATION, AND SEPARATION OF MEMBERS OF THE CORPS OF PROFESSORS, ARMED FORCES OF THE PHILIPPINES.

By virtue of the powers vested in me by section 22(c) of the National Defense Act, as amended, and section 4(c) of Republic Act No. 291, I, FIDEL V RAMOS, President of the Republic of the Philippines do hereby prescribe the following rules and regulations governing the RECRUITMENT, SENIORITY, APPOINTMENT, PROMOTION, CAREER DEVELOPMENT, UTILIZATION, AND SEPARATION OF MEMBERS OF THE CORPS OF PROFESSORS, ARMED FORCES OF THE PHILIPPINES.

SECTION 1. There shall be a Corps of Professors, ARMED FORCES OF THE PHILIPPINES, the members of which shall be appointed as regular officers and carried in a separate promotion list to be known as the Corps of Professors SENIORITY AND LINEAL LIST. The members of the Corps of Professors shall be in addition to the authorized number of commissioned officers by grade authorized for the Regular Force as prescribed in Section 3 of the Republic Act No. 291. ITS MEMBERS SHALL BE TEN PERCENT OF THE AUTHORIZED STRENGTH OF THE CCAFP AND THOSE OF AFP SERVICE ACADEMIES THAT MAY BE ESTABLISHED IN THE FUTURE.

SECTION 2. As used in this order, the following definition shall apply:

a) Grade - any of the various gradations of commissioned officers. Unless otherwise qualified, the word "grade" shall refer to permanent grade.

b) Seniority - the relative positions of officers as indicated in the Corps of Professors' Seniority and Lineal List.

SECTION 3. The following symbols for the various commissioned grades are hereby established:

07	-	BRIGADIER GENERAL
06	-	COLONEL OR NAVY CAPTAIN
05	-	LIEUTENANT COLONEL OR COMMANDER
04	-	MAJOR OR LIEUTENANT COMMANDER
03	-	CAPTAIN OR LIEUTENANT SENIOR GRADE
02	-	FIRST LIEUTENANT OR LIEUTENANT JUNIOR GRADE
01	-	SECOND LIEUTENANT OR ENSIGN

Section 4. The Corps of Professors Promotion List shall be established in accordance with the following:

a) The names of all officers of the Corps of Professors shall be carried in this list which shall establish permanently the relative seniority of each officer. Provided that the Corps of Professors promotion list as of THIS DATE shall be the basis of all subsequent lists that may be made in compliance with this order.

b) The names of all officers in this list shall be arranged by grade in the following order: First, O-7; Second, O-6; Third, O-5; Fourth, O-4; and Fifth, O-3. Among officers of the same grade, the officer whose name appears first on the list shall be the senior; the officer whose name appears second the list shall be the senior next below the first; the officer whose name appears third on the list shall be the senior one below the second, and so on DOWN THE LINE.

c) The officers hereafter appointed in the Corps of Professors promotion list shall be inserted therein as provided for in Section 8 of this Order.

d) The Chief of Staff, AFP, shall cause all changes occasioned by separations, appointments, promotions, loss of rank by action of court-martial, and all other changes due to operation of law or regulations to be entered on the approved Corps of Professors' (promotion list) SLL, and as corrected, this list shall be published to the ARMED FORCES at least once a year.

SECTION 5. The Chief of Staff, AFP, shall designate from among the members of the Corps of Professors, the Dean of the Corps of Professors who shall be A FULL PROFESSOR in academic rank and SENIOR IN military grade. The academic ranks of the members of the Corps of Professors shall be, in descending order, PROFESSORS, ASSOCIATE PROFESSOR II; ASSOCIATE PROFESSORS I; ASSISTANT PROFESSOR II; AND ASSISTANT PROFESSOR I, INSTRUCTOR II, AND INSTRUCTOR I.

SECTION 6. For each SERVICE Military Academy, a member of the Corps of Professor shall be designated the HEAD, ACADEMIC GROUP, AND FOR EACH ACADEMIC DEPARTMENT OF THE SERVICE MILITARY ACADEMY, A MEMBER OF THE CORPS OF PROFESSORS SHALL BE DESIGNATED THE HEAD, thereof who shall be senior to all OTHER PROFESSOR ASSIGNED TO THE SAME DEPARTMENT IN BOTH ACADEMIC AND MILITARY RANKS. For each course of instruction prescribed in the approved academic curriculum of THE SERVICE MILITARY ACADEMY, there shall be MORE THAN ONE member of the Corps of Professors appointed.

SECTION 7. The initial appointment of members of the Corps of Professor shall be RECOMMENDED BY A SCREENING COMMITTEE, HEADED BY THE HEAD, ACADEMIC GROUP AND SIX SENIOR MEMBERS OF THE CORPS OF PROFESSORS, WHO SHALL BE GUIDED BY A WRITTEN SET OF WEIGHTED CRITERIA OF SELECTION CONTAINING AMONG OTHERS THE DETERMINATION OF TEACHING MOTIVATION AND SCHOLARSHIP POTENTIALS OF THE APPLICANT.

SECTION 8. The relative seniority of officers appointed to the Corps of Professors shall be as follows:

a) AN OFFICER APPOINTED TO THE CORPS OF PROFESSORS IN A PARTICULAR GRADE SHALL SEEK HIS RELATIVE SENIORITY ON THE BASIS OF HIS ACTIVE CONTINUOUS ACTIVE COMMISSIONED SERVICE VIS-A-VIS MEMBERS WHO JOINED THE CORPS OF PROFESSORS AS COMMISSIONED OFFICERS; IN RELATION WITH MEMBERS WHO JOINED THE CORPS OF PROFESSORS NOT AS COMMISSIONED OFFICERS, THE TIME IN GRADE IN A PARTICULAR RANK SHALL BE CONSIDERED.

b) AN APPLICANT OTHER THAN A COMMISSIONED OFFICER SHALL BE PLACED BELOW THE MOST JUNIOR OFFICER IN THE GRADE TO WHICH HE IS APPOINTED.

c) When two or more persons other than commissioned officers are appointed to the same military grade on the same date, they shall be placed below the most junior officer in the grade to which they are appointed and their relative seniority shall be as recommended by the Screening committee.

d) AN APPLICANT WITH A BACHELOR'S DEGREE SHALL BE APPOINTED TO THE INITIAL ACADEMIC RANK OF INSTRUCTOR I AND TO THE MILITARY GRADE OF FIRST LIEUTENANT, PROVIDED THAT IN THE CASE OF A COMMISSIONED OFFICER HOLDING A RANK HIGHER THAN FIRST LIEUTENANT WITH A BACHELOR'S DEGREE, HE SHALL BE APPOINTED

INSTRUCTOR I AND SHALL RETAIN HIS PRESENT RANK.

e) AN APPLICANT WITH A MASTER'S DEGREE SHALL BE APPOINTED TO THE INITIAL ACADEMIC RANK OF ASSISTANT PROFESSOR I AND TO THE MILITARY GRADE OF CAPTAIN, PROVIDED THAT IN THE CASE OF A COMMISSIONED OFFICER HOLDING A RANK HIGHER THAN CAPTAIN WITH A MASTER'S DEGREE, HE SHALL BE APPOINTED ASSISTANT PROFESSOR I AND SHALL RETAIN HIS PRESENT RANK.

f) AN APPLICANT WITH A DOCTORAL DEGREE SHALL BE APPOINTED TO THE INITIAL ACADEMIC RANK OF ASSOCIATE PROFESSOR I AND TO THE MILITARY GRADE OF MAJOR, PROVIDED THAT IN THE CASE OF A COMMISSIONED OFFICER HOLDING A RANK HIGHER THAN MAJOR WITH A DOCTORAL DEGREE, HE SHALL BE APPOINTED ASSOCIATE PROFESSOR I AND SHALL RETAIN HIS PRESENT RANK.

SECTION 9. Members of the Corps of Professors shall be promoted in Academic and Military ranks in accordance with the following:

a) MILITARY PROMOTION - MILITARY PROMOTION OF MEMBERS OF THE CORPS OF PROFESSORS SHALL BE IN ACCORDANCE WITH THE PERTINENT PROVISIONS OF RA NO. 291 AS AMENDED AND SHALL COMPLY WITH THE AFP'S MILITARY EDUCATION AND TRAINING REQUIREMENTS FOR PROMOTION.

b) ACADEMIC PROMOTION - IN ACADEMIC RANK SHALL BE BASED ON THE QUANTIFIED ACADEMIC PROMOTION SYSTEM (QUAPS) TO BE PRESCRIBED BY THE CHIEF OF STAFF, AFP. NO MEMBER OF THE CORPS OF PROFESSORS SHALL BE PROMOTED TO ASSISTANT PROFESSOR I UNLESS HE HOLDS A MASTER'S DEGREE. NO MEMBER OF THE CORPS OF PROFESSORS SHALL BE PROMOTED TO THE RANK OF PROFESSOR UNLESS HE HOLDS A DOCTORAL OR MASTER'S DEGREE AND MASTER'S OF NATIONAL SECURITY AND ADMINISTRATION (MNSA).

c) THERE SHALL BE AN ACADEMIC PROMOTION BOARD TO BE APPOINTED BY THE CHIEF OF STAFF, ARMED FORCES OF THE PHILIPPINES, WHICH SHALL MEET AT LEAST ONCE A YEAR TO CONSIDER THE ELIGIBILITY OF THE MEMBERS OF THE CORPS OF PROFESSORS FOR PROMOTION IN ACADEMIC RANK. SAID BOARD SHALL BE COMPOSED OF THE DEAN, CORPS OF PROFESSORS AS CHAIRMAN AND SIX MOST SENIOR MEMBERS IN ACADEMIC RANK. PROMOTIONS IN ACADEMIC RANK SHALL BE APPROVED BY THE CS, AFP UPON RECOMMENDATION OF THE BOARD.

Section 10. MEMBERS OF THE CORPS OF PROFESSOR SHALL BE ENTITLED TO THE FOLLOWING:

a) SUCH PAY, ALLOWANCES, RIGHTS AND PRIVILEGES, DUE TO REGULAR OFFICER OF THE AFP ACCORDING TO THE ACCORDING TO EXISTING LAWS, CIRCULARS, RULES AND REGULATIONS.

b) INSTRUCTORS DUTY PAY ON THE BASIS OF THEIR ACADEMIC RANKS AS INDICATED HEREUNDER:

ACADEMIC RANK	INSTRUCTORS DUTY PAY
INSTRUCTOR I	25% OF BASE PAY
INSTRUCTOR II	28% OF BASE PAY
Asst Professor I	33% OF BASE PAY
Asst Professor II	36% OF BASE PAY
Associate professor I	40% of Base pay
Associate professor II	45% of Base pay
Professor	50% of Base pay

c) SABBATICAL LEAVE. MEMBERS OF THE CORPS OF PROFESSOR SHALL BE ENTITLED TO ONE (1) SABBATICAL LEAVE OF ONE (1) YEAR AS ASSISTANT PROFESSOR II AND ONE (1) SABBATICAL LEAVE AS PROFESSOR WITH SUCH PAY, ALLOWANCES, RIGHTS, PRIVILEGES AND THE LIKE THAT ARE DUE TO REGULAR OFFICERS OF THE AFP ACCORDING TO EXISTING LAWS, CIRCULARS, RULES AND REGULATIONS. PROVIDED THAT BEFORE THE FIRST SABBATICAL LEAVE THEY MUST HAVE SERVED IN THE CP FOR AT LEAST TWELVE (12) YEARS AND BEFORE THE SECOND SABBATICAL LEAVE, THEY MUST HAVE SERVED FOR AT LEAST TEN (10) YEARS IN THE CORPS OF PROFESSORS.

d) ACADEMIC RANK INSIGNIAS

<u>ACADEMIC RANK</u>	<u>COLOR OF INSIGNIA</u>
INSTRUCTOR	GREEN
ASSISTANT PROFESSOR	YELLOW
ASSOCIATE PROFESSOR	RED
PROFESSOR	BLUE

e) SCHOLARSHIP - MEMBERS OF THE CORPS OF PROFESSORS WHO PURSUE COURSES RELATED TO GRADUATE WORK, RESEARCH, AND CAREER MANDATORY COURSES, LOCALLY AND ABROAD, SHALL CONTINUE

TO ENJOY SUCH PRIVILEGES SUCH AS INSTRUCTOR'S DUTY PAY (IDP), AND OTHER FRINGE BENEFITS PROVIDED FOR IN PERTINENT DECREES, LAWS, RULES, REGULATIONS, AND CIRCULARS.

SECTION 11. Retirement for the Armed Forces of the Philippines under this order is optional or compulsory, and the ages period of service eligibility thereof shall be subject to existing laws, rule and regulations governing the AFP.

SECTION 12. UTILIZATION - MEMBERS OF THE CORPS OF PROFESSORS SHALL PRIMARILY BE ASSIGNED TO THE FOLLOWING:

- a) PHILIPPINE MILITARY ACADEMY
- b) AFP SERVICE ACADEMIES
- c) AFP SCHOOLS/DEFENSE COLLEGES
- d) SERVICE ACADEMIES OF COUNTRIES MAINTAINING EXCHANGE PROFESSOR PROGRAM WITH AFP SERVICE ACADEMIES.
- e) AS THE PRESIDENT MAY DIRECT, PROVIDED THAT NO TRANSFERS OF MEMBERS OF THE CORPS OF PROFESSORS TO ANY OTHER ARM, BRANCH, SERVICE OR PROMOTION LIST SHALL BE PERMITTED.

EXECUTIVE ORDER NO 237, DATED 13 FEBRUARY 1957 IS HEREBY RESCINDED.

DONE IN THE CITY OF MANILA THIS _____ DAY OF _____, IN THE YEAR OF OUR LORD, NINETEEN HUNDRED AND NINETY ONE.

President
Republic of the Philippines

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